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# Agnes Scott

THE ALUMNAE QUARTERLY

FALL 1967



Front Cover: Our cover girl in "living color" is Carol Ann McKenzie, daughter of Virginia Brown McKenzie '47, and John S. McKenzie, Vice-President of Higgins-McArthur Co., and Design Consultant of the Quarterly.



THE ALUMNAE QUARTERLY ▲ VOL. 46 NO. 1

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*Student Leaders Know when to . . .*

# RETREAT

By SUSAN AIKMAN '68

SUNDAY, SEPTEMBER 10, 1967. Over 100 eager student government members report to the Agnes Scott campus. The enthusiasm overflows. Everyone is ready for the new year to begin.

Wednesday, September 13. These same girls return to the campus, weary and worn. The enthusiasm is still there, but it is marked by a sense of exhaustion and dirt.

These young ladies had just spent three busy days at the 1967 Student Government Retreat at Camp Calvin in Hampton, Ga. There the boards planned the business for fall quarter and decided on the emphasis for the

coming year.

At the Monday morning opening session, Alice (Zolly) Zollicoffer, student government president, introduced the theme for the year—"To What Intent?" This theme follows closely those of the past few years—"perspective," ('65) "markings," ('66) and "emergence," ('67).

In her speech, which was geared to student government, Zollicoffer said that students desire to play "more than a receiving role" in their college community. The student "is grasping for his place as a contributor within the academic world to help better the

educational process and to confront those within his college with the crucial issues concerning the goals of higher education."

She went on to say that "students are moving from the isolated ivy-covered walls and beginning to draw from both the college community and larger society for their learning experiences." The experience of learning, according to Zollicoffer, "should include student government. Self-government represents no practice ground—rather it provides an opportunity for students to learn, to express themselves, and to act."

Attending the student government retreat were the members of Judicial Board, Representative Council, Christian Association, Athletic Association, Social Council, Orientation Council, and the Silhouette staff, along with their advisors.

"The Purpose of Education" served as the topic for a faculty-student panel discussion at the Monday evening session. Representing students were senior Judy King, sophomore Ann Marquess, and junior Evelyn Angeletti. Faculty members included Kwai Sing Chang, associate professor of Bible; Geraldine Meroney, associate professor of history; Julia T. Gary, associate professor of chemistry and associate dean of the faculty, and Miriam K. Drucker, professor of psychology. Allyn Smoak, a senior, was the moderator.

Each of the panel members seemed to agree that the liberal arts education was the best kind. Each faculty member, however, had a different definition of the "liberal arts" education, but each seemed to imply that it would, in effect, create the "whole woman."

One aspect of retreat which allowed participants to get away from the serious business for a while was the Olympics in which students participated in sports events—such as bubble gum blowing contests. The most unusual event was the Odd Animal contest in which the sponsors of the organizations participated in an egg throw, won by Bertie Bond of Social Council.

The final session of Retreat, Wednesday, featured a speech by President Wallace M. Alston. After adjournment, the students returned to prepare to meet the freshman and a new year.



# 'But Ever Follow That Which is Good'

By ROGER HAZELTON

"TEST EVERYTHING; hold fast to what is good." This is one of those verses (1 Thessalonians 5:21) in which Paul the apostle manages to capture in a very few words a whole wealth of meaning for our life. In fact, a text like this is tricky and slippery to handle just because it is so terse, so general, that it can be taken in a great variety of ways. You may remember Humpty-Dumpty's remark in *Alice in Wonderland* about his use of words: "I pays them extra and makes them mean what I like." That is always happening with the Bible, too. Paul's crisp imperatives or Jesus' humorous asides get blown up into bland formulas supposed to be capable of meeting our needs and solving our problems, whereas their real purpose may be to generate new needs and pose problems we had never thought of before. At least that is my experience in reading the Bible, and this text is no exception to the rule.

Testing and holding fast are images that mark contrasting if not contradictory attitudes. Almost every group contains those who want to try everything, the experimenters, and those who cling firmly to what they already know to be good, the conservers. There is usually little love lost between the two; they call each other unpleasant names, cannot seem to get together on a single program or proposal, and remain locked in a kind of civil war with each other. Our political stereotypes of "left" and "right" give proof of this, and the same split is often found in the communities of faith and learning too. You may watch it in operation in practically every committee room or council chamber in the world. I suppose the history of mankind could be written in terms of it.

But what if these two tendencies, which have so often divided us, could be induced to lie down together like the lion and the lamb in the prophecy



Dr. Hazelton, a distinguished theologian, is Abbot Professor of Christian Theology at Andover Newton Theological School. This is his Baccalaureate Address June 11, 1967 at Agnes Scott.

of Isaiah? Or rather, to stand up together in both the person and the group, for the facing of our common problems and our individual needs? As Pascal would say, these two together would make one good man, as each would give what the other lacks, instead of lacking what the other has to give.

And they do belong together, even if we usually come upon them in separation and at odds with each other. Testing and holding fast are not two approaches to life, but one. If there has been no trying of different experiences, different convictions on for size there cannot be the right to judge one as being better than another. There is no valid substitute for personal participation, being there yourself, whether it is in the realm of science, art, faith or friendship. Far too much of life is lived at second hand, by hearsay, on the basis of opinion only—and we should not be surprised if it is accordingly tame and trite when this is the case. Things and people give themselves to us only as we can

give ourselves to them, trustingly and generously.

I know, as you do, that there is real risk and even danger in this willingness to test everything which Paul is recommending. If I deliberately put myself in the way of a wide variety of encounters, conversations, invitations I run the risk of being changed; I cannot stay as I now am, but may even lose myself, or what I take to be myself in the process. We do not speak much of temptation nowadays, either in home or church: but there is temptation in all testing, which is at the same time a being tested. I cannot respond with out becoming responsible. But neither do I earn the right to call anything truly good except on the terms of a genuine venturing-forth out of what is tried and true in the direction of a truth that has never yet been tried. A taste and zest for life, in all its tumbling, turbulent variety, is what makes possible the discovery and definition of what is good. As the great philosopher, Alfred North Whitehead, wrote, we must not neglect "the multifariousness of the world—the fairies dance, and Christ is nailed to the cross."

The sad fact is that ordinarily our experiences are so grooved and patterned, so *expected*, that the range of possible good is much more narrow than it ought to be for most of us. We play it safe when we should be taking healthy chances; so, for instance, our natural inquisitiveness gets channeled, confined, and finally all but stifled in the routines of formal education, when it might better be sharpened and made expert. We have to learn and re-learn, sometimes quite painfully, how to become open to one another and to moments of truth within the web of our inquiry and involvement. It is an arduous but precious lesson that is contained in Paul's words, "Test everything"; and it may come with something of a shock, for we do not usually

find spokesmen for religion on the side of the experimenters but of the conservers. Or at least that is where we are in the habit of looking for them, as if religion existed mainly to underscore our timidity and inertia, instead of releasing our capacity and appetite for what is new and different! But let it not be forgotten that the Christian faith equips us not merely to endure change but to produce it, to take it into ourselves and be shaped by it.

In the eyes of faith this is God's world, and we are free to use and enjoy everything in it for our good and for his glory. Indeed, there is a kind of recklessness or daring that belongs to faith's own manner of life. The poets know this just as well and often better than the saints. Here is John Keats, reflecting on our need to get out into the mainstream and away from the safe, already known world: "I leaped headlong into the sea and thereby have become better acquainted with the soundings, the quicksands and the rocks than if I had stayed upon the green shore, and piped a silly pipe, and took tea and comfortable advice."

Yes, everything is to be tested for its possibilities of good. Whether we are thinking of areas of study, fields of action or relationships with one another, the same principle holds. But notice what a delicate and nicely-balanced principle this is. It does not mean taking everything as it comes with no questions asked, for that is only to make experience shapeless and trivial; and neither does it mean using things and persons for devious purposes of my own, asking interminably just what good they have for me. The point is to keep trying, tasting, testing, to be "out for stars" as Robert Frost said, so that the freshness and goodness of life may not be squeezed out altogether but may go on nourishing and enriching us.

The truth is, we are not without guidance or direction for the "soundings, the quicksands, and the rocks" into which life plunges us. It is not as if no one had ever passed this way before. The line of living runs from past to present, teacher to student, parent to child, institution to individual, and not the other way around, even if this is not a one-way street or a dreary place where there is "nothing new under the sun", to quote that

biblical cynic called Ecclesiastes. Time goes not backward, but *forward*. There is both truth and error in the view I hear expressed so often that each of us must learn his own lessons and be allowed to make his own mistakes. Our freedom, just because it is real freedom, is always bounded by responsibility; we are inheritors and debtors even in our most creative or solitary moments, when we are not merely practicing our own signature or tiresomely imitating our own style.

When we were in Japan three years ago we heard a great deal about the "generation gap" between parents and teachers on the one hand and young students on the other. The war and the occupation, we were told, had brought about a situation in which older and younger Japanese could no longer understand or even communicate with each other, where the ancient landmarks of loyalty had disappeared and a vacuum of confusion and rootlessness had been produced instead. We know something about this generation gap in our country too. The structures in which we live and work are deeply disturbed and shaken by it. Are there ways in which this gap can be reduced or bridged? Just here, it seems to me, is where the institutions of religion and of higher education can be mightily helpful if they will. All of them have a heritage, a tradition to be made available to us in our present vacuum of moral and spiritual resources. We need this wisdom greatly, for it can widen our horizons immeasurably and deepen our capacities incalculably. But these resources are not simply lying around the landscape waiting to be picked up and put to work. They are guideposts and searchlights, not commodities or pre-cooked food in tidy antiseptic packages. They must be conveyed and accepted in the continual dialogue of faith with truth, both new and old, in forms as changing as the needs they are meant to serve.

And so I come to the last part of Paul's verse which is of a piece with the first. "Hold fast what is good"—or, if you prefer Kierkegaard, "In order to sew you must first have a knot in the thread." It is by virtue of the good we know that we become cued-in to good as yet unknown but wished-for; we are not doomed to endless, fruitless repetition; when the

mind is once drenched about a truth, or the heart fixed, or the will established, we do not have to fight that battle all over again. We can go on from where we were to where we ought and really want to be.

What is it that you know for sure and do not have to doubt forever? What is it that you have found good, so good that neither time nor tide can separate you from this assurance? I am not talking about dogma or opinions but about the actual knots by which we sew the fabric of our life both personal and corporate. I am thinking of those things we hold fast simply because they will not let us go, the stars by which our course is set and navigated. They may not be very many, nor impressive to outsiders, but if they are truly yours that is enough. It may not even matter too much what you call them or whether they have names at all, though it is probably better to know what you believe in than not to know it, and certainly better than not caring to know it.

When Paul says, "Hold fast what is good", he is not throwing out some general advice to whomever happens to be listening. He is writing as a Christian to fellow-Christians, sharing with them his findings in a troubled and tangled time. He is giving some clues as to how life should be lived when the day of the Lord for which they have prayed long and earnestly still does not come. He reminds them that they are not in darkness but belong to the day. So too do we, for we are Christians, we belong to Christ.

Therefore let us, in like spirit, test everything and hold fast to what is good. Let life be lived for goodness' sake, but let us be quite sure to live it, too. If venturesomeness without steadfastness is empty, steadfastness without venturesomeness is blind. The way to wholeness in the person and in the world embrace both. Robert Frost has a poem about a young man who leaves home and friends to go his own way, then comes back much later to the place he started from, older and wiser. He wonders how his family and friends will now respond to him, and he says, in words which I trust you can someday make your own:

They will not find me changed  
from him they knew,

Only more sure of all I thought  
was true.

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## DEATHS

### Faculty

Maude Montgomery Parry Paul (Mrs. Harvey), former chairman of the Physical Education Department, mother of Anna Marie Parry Blanchard (Mrs. Edwin Howell) '11. May 27, 1967.

### Institute

Ella Elizabeth Smith Durham (Mrs. S. Wade), Spring, 1967.

### 1908

Bessie Sentell Coppedge (Mrs. Llewellyn J.), October 3, 1967.

### 1912

Dowse B. Donaldson, husband of Fannie Mayson Donaldson (deceased), May, 1967.

### 1914

Roberta Florence Brinkley, June 9, 1967.

### 1915

Lucile Daley, July 10, 1967.

### 1917

Col. Fonville McWhorter, husband of Willie Belle Jackson McWhorter, July 25, 1967.

### 1922

Mary McLellan Manly (Mrs. William Judson), August 3, 1967.

### 1923

Frances Grace Harwell, August 8, 1967.

### 1928

Louis Twells Parker, husband of Josephine Walker Parker, summer, 1967.

Lillian White Nash, (Mrs. Donald Franklin), September 18, 1967.

### 1929

Henry J. Toombs, husband of Adah Knight Toombs, June 15, 1967.

Mrs. G. V. Welsh, mother of Frances Welsh, January 22, 1967.

### 1937

Mrs. James Malone, mother of Mary Malone Martin.

Neil Winner Printup, father of Kathryn Printup Mitchell, July 19, 1967.

### 1948

Howell E. Adams, father of Dabney Adams Hart, August 16, 1967.

### 1950

Rigmore Kock Rowe (Mrs. Frederick B.), August 31, 1967.

### 1953

Tallie Odus Winn, Jr., husband of Ellen Hunter Winn, July 6, 1967 in an automobile accident.

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# Here's What You Helped to Do

## *A special report to alumnae on the 1966-67 Agnes Scott Fund*

THOSE OF US at the College, volunteers and staff alike, who are charged with responsibility for seeking financial support for Agnes Scott, are also seeking answers to the question: "How can we put fun into fund-raising?"

Last year we had the greatest Agnes Scott Fund in the history of the College's annual-giving program, and we had a good time doing it, so we want to share results with those of you who made this possible.

There were several "firsts" during the '66-'67 annual-giving campaign. In the summer of 1966 we established the Annual Fund Council, or steering committee. It is made up of three members of the Board of Trustees; the Fund Chairman, the President, a vice-president, and a member-at-large of the Alumnae Association; and from the College's administrative staff, the President, the Director of Development, and the Director of Alumnae Affairs. The Council met four times and gave immeasurably good advice and counsel for the annual-giving effort—aside from their actual work in the campaign.

Another "first" was the amount of money contributed by alumnae (see charts on next pages.) One reason for this increase may be *your* new awareness of Agnes

Scott's financial problems and *your* willingness to help alleviate them—on an annual basis. Sarah Frances McDonald '36, Alumnae Fund Chairman, said (in a splendid speech last Alumnae Week End), "I don't think a college which has been a major factor in molding our lives should have to *beg* for money from its only family—her alumnae. I believe that if we want Agnes Scott to continue to make a real contribution to society through us, its products, we should not have to be asked. We must *plan* to budget annually for the College *some* amount, be it large or small, each according to her ability to give—as we do for our churches—which we surely want to survive—and to our Community Funds."

A third "first" was the beginning of a plan to send different kinds of fund appeals to different groups of alumnae, rather than just mailing the same letter or brochure to all of the approximately 8,500 alumnae on whom we have current addresses. This consumed enormous staff time and effort in production—and will you believe, please, it *is* expensive. But we could rejoice in the results. And we shall be doing more of this in the current '67-'68 Annual Giving Program, as you will read later in this special report. ▲

# Annual Giving Program – Financial Report

July 1, 1966 – June 30, 1967

	ANNUAL FUND				CAPITAL FUND*		TOTAL	
	Paid		Pledged		Paid		Number Contributed or Pledged	Amount Contributed or Pledged
	Number Paid	Amount	Number Pledged	Amount	Number	Amount		
Alumnae	1,806	50,391.89	32	3,406.50	143	28,344.09	1,981	82,142.48
Parents and Friends	64	7,564.00	1	25.00	86	13,959.68	151	21,548.68
Foundations	14	17,817.00			4	31,538.00	18	49,355.00
Business and Industry	See** Below	38,144.85			See** Below	16,250.00	See** Below	54,394.85
Total	1,884	113,917.74	33	3,431.50	233	90,091.77	2,150	207,441.01

\*Capital contributions reflected in this report are new gifts received since July 1, 1966, not payments on pledges made prior to this date.

\*\*The gifts from business and industry have been received primarily through the Georgia Foundation for Independent Colleges, Inc. Based on the solicitation of 8,475 alumnae, **graduates and non-graduates** are these statistics:

Average gift: \$40.00

Percent of alumnae who gave to annual fund: 22%

Percent of alumnae who gave to annual and capital funds: 23<sup>3</sup>/<sub>4</sub>%

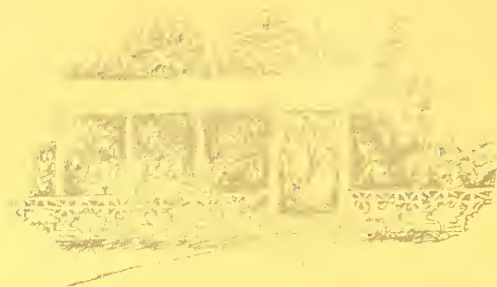
Editor's Note: A brief explanation may help you interpret this report. 1. The Annual-Giving Program runs on the College's fiscal year, July 1-June 30. For example, if you make a contribution on July 10, it is counted in the new year—**unless you indicate** it is for the last year. 2. The College Development Office keeps all fund records and makes fund reports (although alumnae form the basis of the Annual-Giving Program, there are other divisions in the program—**alumnae contributions are often the incentive for other gifts.**) 3. The Annual-Giving Program is divided into two parts, the Annual Fund and the Capital Fund. The former goes into current use, i.e. for increasing faculty salaries. The latter is invested (with other capital funds which the College has—known as "endowment"—and only the income is used.) An alumna, for example, may be building a scholarship fund which is a capital fund, and her contribution to that is so counted. 4. All "new" money given within the fiscal year is the total of that annual-giving program. Read across the first line at the top to see the splendid record alumnae made in 1966-67.



# Annual Giving Program – Report by Classes

July 1, 1966 – June 30, 1967

Class	Number Contributed	Percentage of Class Contributing	Amount	Class	Number Contributed	Percentage of Class Contributing	Amount
Institute	28	10%	\$2,492.00	1939	35	23	\$1,788.00
Academy	16	9	262.00	1940	43	27	958.50
1906	3	60	1,325.00	1941	41	26	1,180.50
1907	3	30	80.00	1942	35	23	1,543.00
1908	6	13	191.00	1943	32	24	675.00
1909	7	20	141.00	1944	33	22	1,070.25
1910	9	24	126.00	1945	39	25	977.00
1911	5	15	140.00	1946	42	25	1,225.00
1912	6	21	2,549.68	1947	38	24	1,184.00
1913	9	29	220.00	1948	45	30	1,166.00
1914	10	19	225.00	1949	45	27	1,367.00
1915	12	21	12,232.00	1950	33	23	761.00
1916	16	24	1,265.00	1951	33	20	707.00
1917	22	29	661.00	1952	37	23	783.00
1918	13	22	1,315.00	1953	41	30	864.00
1919	16	19	420.00	1954	29	23	663.00
1920	15	18	331.00	1955	43	28	873.00
1921	23	19	1,477.00	1956	50	31	895.00
1922	23	23	1,072.50	1957	51	28	1,599.00
1923	23	15	1,555.00	1958	54	33	2,064.00
1924	29	22	1,395.00	1959	42	24	425.00
1925	26	20	542.00	1960	48	26	971.00
1926	33	25	1,473.00	1961	60	25	1,097.00
1927	39	25	1,408.60	1962	40	20	694.50
1928	35	25	1,990.00	1963	30	14	578.50
1929	46	28	3,841.00	1964	18	9	269.00
1930	36	27	825.70	1965	28	14	543.00
1931	31	29	1,648.50	1966	34	15	625.00
1932	24	20	950.00	1967	47	21	1,209.75
1933	37	28	653.00	1968	7		38.00
1934	32	34	2,230.00	1969	4		17.50
1935	28	23	3,456.00	1970	2		15.00
1936	33	23	2,643.00	Special	9		82.00
1937	28	23	758.00	TOTAL	1,917		\$82,142.48
1938	26	18	1,340.00				



# Now Look at What You Are Going to Do

## *Plans for the 1967-68 Agnes Scott Fund*

AMONG THE "FIRSTS" in last year's Annual-Giving Program was the inauguration of a particular fund leadership group which we called "The Tower Circle." The members of The Tower Circle were those alumnae who, between July 1, 1966 and June 30, 1967, contributed \$1,000 or more to the College. We take great delight in announcing that there were *nineteen* founding members of The Tower Circle—here are special thanks to them, and "may your tribe increase."

Ferdinand Warren, chairman of the art department and a nationally recognized painter, created a serigraph (or silk-screen color print) of an artist's view of the tower of Main Building, for each of the charter members. The colors are dark green and light blue on a white background—which means Mr. Warren used two silk screens and did each print individually, so the founding members have an "original" Warren. The prints were presented at an informal luncheon at the College and others were mailed to out-of-town members.

(We *did* have fun soliciting these alumnae. Some were aghast, thinking that we meant making a commitment of \$1,000 or more a year "from here to eternity"—we didn't, because this is an *annual-giving* program; all seemed flattered to be asked for this

amount of money, whether or not they could give it. In the Greater Atlanta area, twenty alumnae volunteers came to a training meeting, then personally solicited this special group, so hearty thanks are due them—and they report good visits and conversations.)

For 1967-68, this year, in addition to The Tower Circle, the Annual Fund Council has announced the formation of other fund leadership groups, or clubs. We have wracked our brains to name them and trust you will approve. They are:

*The Mainliners:* those alumnae who contribute \$100 or more to The Fund this year

*Quadrangle Quorum:* those who contribute \$250 or more

*Colonnade Club:* those who contribute \$500 or more.

Also, this year, as many of you are already aware, we are deep in organizing each alumnae class with a number of Fund Agents so that classmates will be writing each other, literally all over the world, about giving to the 1967-68 Agnes Scott Fund.

Whether you become a "Mainliner" join The Quadrangle Quorum, The Colonnade Club, The Tower Circle, or make any contribution as generous as your own circumstances will permit, please be assured that your gift to the 1967-68 Agnes Scott Fund is vital. ▲



# Genes and Chromosomes Will Out!

## Alumnae Daughters Among New Students



**Evelyn Brown**  
Daughter of  
Isabel McCain Brown '37



**Beth Caldwell**  
Daughter of Virginia  
Carter Caldwell '45



**Swanna Cameron**  
Daughter of Betty  
Henderson Cameron '43



**Gayle Gellerstedt**  
Daughter of  
Mary Duckworth  
Gellerstedt '46



**Ellen Gilbert**  
Daughter of  
Marion Derrick Gilbert '36



**Caroline Hill**  
Daughter of  
Carolyn Fuller Hill '45



**Nancy Hutchin**  
Daughter of  
Iyllis Lee Hutchin '43



**Edith Jennings**  
Daughter of  
Maud Van Dyke Jennings '46



**Christine Johnson**  
Daughter of Marjorie  
Tippins Johnson '44



**Janice Johnston**  
Daughter of  
Elizabeth Davis Johnston '40



**Josephine Lightner**  
Daughter of Annie  
Lee Crowell Lightner '39



**Elizabeth Mathes**  
(transfer)  
Daughter of Jacqueline  
Woolfolk Mathes '35



**Nancy Newton**  
Daughter of Delores  
Midmour Newton '51



**Eleanor Ninestein**  
Daughter of Ella Hunter  
Mallard Ninestein '39



**Betty Noble**  
Daughter of  
Betty Pope Scott Noble '44



**Betty Palme**  
Daughter of  
Hansell Cousar Palme '45



**Arabelle Plonk**  
Daughter of  
Arabelle Boyer Plonk '44



**Myki Powell**  
Daughter of Mary  
Elizabeth Martin Powell '46



**Sue Russ**  
Daughter of  
"Mas" House Russ '44



**Kay Shellack**  
Daughter of  
Billy Walker Shellack '44



**Katherine Setze**  
Daughter of  
Theresa Kemp Setze '47



**Janet Truslow**  
Daughter of  
Caroline Gray Truslow '41



**Wimberly Warnock**  
Daughter of Julia  
Harvard Warnock '44



**Julia Watlington**  
Daughter of  
Lelia Carson Watlington '39



**Linda Wilson**  
Daughter of Elizabeth  
Edwards Wilson '44



**Patricia Winter**  
Daughter of  
Eva Ann Pirkle Winter '40





## Worthy Notes



# Educated Women in America Are in Danger

APOLOGIES ARE DUE each of you for the late publication of this issue of *The Quarterly*. It is I who have erred—"it's ye old editor's fault!" Since it would take a whole issue to tell you why, I'll simply ask your forgiveness, trust you have now enjoyed reading it and promise to have the winter issue out on schedule.

Agnes Scott opened its doors for the seventy-ninth session September 20 to 775 students—225 freshmen of whom twenty-six are daughters of alumnae (see p. 17). There are approximately twenty-two new faculty members who are already adding fresh intellectual vigor to the campus community. In the Administration, the new College Treasurer, Mr. William H. Hannah, comes to us from the position of Comptroller at the University of Pennsylvania (see p. 21).

We offer hearty words of welcome to each of these people—and some special words to Dianne Snead Gilchrist '60 who has joined the staff in the Alumnae Office as Class News Editor for *The Quarterly* and *Assistant in the Office*. (Margaret Dowe Cobb '22 remains as the Alumnae House Manager.)

The first academic occasion in the college calendar is Honors' Day when students are recognized for various kinds of intellectual achievement during the last session. This is done at a Convocation, and a guest speaker is invited to give the Honors' Day address.

On September 27 Dr. Felix C. Robb, director, Southern Association of Colleges and Schools, spoke on "Woman Power, Fact or Fancy?" We asked him if we might publish his speech in this magazine, but he did not have it in manuscript form. Sally Gaines, a reporter for Atlanta newspapers, interviewed him and wrote a feature story which appeared in *The Atlanta Journal and Constitution* Sunday, October 29. I shall use her quotes from Dr. Robb's address and interview.

His deep concern is with the fact that American college women, educated women with trained and enlightened minds, are much too often today devoting themselves to "trivia" rather than to responsible leadership in their communities. He believes that this kind of woman power is the most important latent force in the world today, but it needs to be "exercised."

"Many of the obstacles in the career fields have been reduced for women, but I don't think women as a whole

are taking advantage of it. Women are reluctant about entering politics. They are timid about economics and business. Too few think about anything but the bridge club and Dr. Spock."

With a sense of urgency Dr. Robb said to Agnes Scott students, "You have been dubbed the 'new' generation. Now, then, is the time for you to reveal what you can do to change, improve, reformulate, reorganize, renovate and restore a frayed, fragmented and fearful society. This is the age of youth with power in the hands of those twenty-six and under. To be non-involved is worthless."

He recognized that today's mores, particularly early marriage, often premature, does not allow time in late adolescence for a young woman to evolve a value system of her own, so that she adapts herself to her husband's outlook and attitude at the expense of her own intellectual growth.

"You women are the mothers of mankind and the central force in shaping the home, but that's where you stop. You can vote, but it's a rusty tool. You are rich. Seventy percent of the nation's private wealth is in your hands, chiefly because you outlive males. But do women use the wealth in the best way?

"Women are notoriously poor supporters of institutions for higher learning. The ashes of women's colleges which have merged or closed are proof. *Women are sentimental about their alma maters but not likely to act on it.* (italics mine)

"Do not retreat. Get involved in community life. I'm not suggesting neglecting your home and children. There must be a balance. But we can't afford to have one enlightened woman hide her lights under a bushel. The world is coming apart at the seams.

"You have allowed yourselves to become much manipulated. Cosmetic manufacturers and clothing stylists are but two influences that come to mind. Don't fall into the trap of trivia. One of the finest examples of responsible concern and the democratic processes is the League of Women Voters. Of course there are others, too.

"Also, if you don't participate, your rights, which this generation did not fight for, will tend to wither. Don't take them for granted."

Ann Worthy Johnson '38

Mrs. Edna Stanley Byers  
Library

A soaring arch of the Dana Fine Arts Building frames four students and the green vista toward Presser Hall.





46:2

# Agnes Scott

THE ALUMNAE QUARTERLY

WINTER 1968



Front Cover: Winter of 1968's first snowfall covers campus magnolia trees. Students Johnnie Gay, Joanna Reed and Janice Autrey delight in a moment of frolic in the snow.



Agnes  
Scott

THE ALUMNAE QUARTERLY VOL. 46 NO. 2

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# "A Different Drummer"

By MARGARET W. PEPPERDENE

THE TRADITIONAL TOPIC for a talk on such an occasion as this, when a community of scholars come together to honor academic achievement, is the value and meaning of a liberal education: how it frees the mind from provincialism and prejudice; how it gives the individual a sense of values and of direction; and how it restores to him an awareness of what Howard Lowry calls the "human privilege," by which he means

the opportunity offered to a person to seek and obtain the fullest meaning he can for his own life—to know the best he can know, and to live by that best against all comers . . . ; the privilege to learn to use his own mind rather than just somebody else's mind; to judge and choose and renounce and, if possible, create . . . ; to live not just off the questionnaires and burgeoning statistics of his own age, but out of history and the significant hours of human imagination.

These are words one is accustomed to hear in an "honor's day" talk; and they are words which evoke rich associations from those who can take their "tame abstractness" back to the "wild particulars" (to use Donald Davidson's words) from which they have come, who can recall significant hours of the imagination—the "call of the tall nun" in the "black-about air" of the foundering Deutschland, the intoxicating moment when Criseyde falls in love with Troilus ("who yaf me drinke"), Dr. Rieux's words to Tarrou: "Heroism and sanctity don't really appeal to me . . . What interests me is being a man." These are the

kinds of words that have for generations expressed the deepest realities of the intellectual life for those who "gladly teche" and the aspirations of those who just as "gladly lerne."

Yet, anyone who has read a newspaper, magazine, or learned journal in education, who has listened to a radio or watched a television newscast, or who has just been on a college campus during the past two years knows that these words about the meaning and value of an education are not being *heard* any more. They are being *said*; we have had a parade of speakers at Agnes Scott who have eloquently extolled the gifts of the liberal education. But one gets the distinct impression that what they have said is more a comfort to the faculty than a challenge to the student, more an invitation to remember than incentive to respond.

Students all over the country have been making clear the felt absence from their educational experience of "those significant hours of the human imagination." A young woman at the University of Georgia, Miss B. J. Phillips, in a recent column in *The Atlanta Constitution*, puts the problem under the metaphor of academic "languages," saying that she is looking forward to the day she applies for her first job because, as she says

when I come to the blank that says, "List the languages which you can speak and/or write," I'm going to have a field day. I'll get to list political science, sociology, psychology, economics, education, history, etc., etc., until I finish the list of all

(Continued on next page)



ABOUT THE AUTHOR: Jane Pepperdene (B.S. Louisiana State University; M.A., Ph.D. Vanderbilt University) joined the English faculty in 1956. She is now professor of English and chairman of the department. Students consider it a high and joyous privilege to study with her. One parent said, during the recent Sophomore Parents' Week End, "Mrs. Pepperdene, that wasn't just a lecture you gave us—that was a performance!" This article was an address she made for Honors Day at Georgia Southern College, May 8, 1967.

## A Different Drummer

(Continued)

academic departments and fields of study that I've encountered in four years of college. It isn't funny. In order to succeed in a given course, you've got to speak the language, the jargon. You've got to learn that "a conceptual understanding" in political science is "an overview" in education. These are the same things as "knowledge of the historical tendencies" but don't try to slip one department's terminology on another's test. That proves you have "failed to grasp the significant facts and understand the basic assumptions." . . . The thing that really bothers me is that all this jargonism is symptomatic of a bigger, more serious problem—the diversive nature of education today. Sociologists explain man within the context of his social organizations; the political scientist seeks to define his life in terms of his government; the economist tells us that it is money, goods, and trade that make him behave as he does. All this is fine. But what happened to the whole man? He got lost somewhere in the shuffle and they forgot to tell us what he is like, or should be like when he's all put together.

Miss Phillips is not complaining about the quality of her college training, about the way it has prepared her to get a job, to earn a good salary, or to enter one of the professional schools. The burden of her criticism is that she has been deprived of a human, liberal education, what Howard Lowry calls the

armor that gives protection "to souls of more than mortal privilege" against settling for some view of themselves as fractional men—as "biological" man, "political" man, "economic" man, "power" man, "corporation" man.

Mario Savio, the outspoken non-student leader of the Berkeley rebellion, gives a characteristically direct assessment of the situation. Many students, he says, find

that for them to become part of society, to become lawyers, ministers, businessmen, people in government, they must suppress the most

*'There is no mag.*

creative impulses that they have; this is a prior condition to being part of the system.

If we are prone to dismiss what some might call the rabble-rousing comments of Mr. Savio, we are cautioned by the remarks of Victor L. Butterfield, president of Wesleyan University. In a recent address to the Association of American Colleges President Butterfield says of the student movement at Berkeley,

. . . behind the more dramatic display and shouting about personal and political rights were the even more important but quieter voices of students complaining of their status as IBM cards and protesting, *despite, mind you, one of the most distinguished faculties in the world*, that the education they were getting was "irrelevant." Moreover, these students were mainly *not*, as popular image had it, the "beats" or the self-appointed "protestors" or the "hangers-on" of the extramural community. They were mostly the cream of the Berkeley student crop—bright, doing their work and getting good grades, strong in personal qualities of character and leadership.

Robert M. Hutchins, addressing the graduating class of the University of Chicago a few weeks ago, attacked the concentration of education on meeting the immediate needs of society, as the most powerful pressure groups interpret them, by the methods that appeal to those pressure groups, namely, training, information, and service.

Adding that this concentration is "obviously the direct opposite of what the times require," he warned the students:

the danger that will threaten you in the next 25 years is sclerosis, of the imagination, the vision, the character, the mind and the heart.

Easy explanations of the student revolt—"it's part of growing up," "students never know what they want," "students are basically anti-intellectual," are thus being dismissed by responsible educators as "questionable clichés that hardly seem to get at the



# *formula for engaging the human being in the act of learning'*

heart of the matter." Instead, there has been a flurry of academic activity paralleling the wave of student discontent. Students themselves are setting up free universities; faculties and administrators are adjusting curricula, introducing "enriched" courses, and interdepartmental seminars, inaugurating "wonderful Wednesdays" (and sometimes "terrific Tuesdays" and "marvelous Mondays" as well). And *everyone*, it seems, is evaluating the teacher. President Hutchins has suggested the creation of an entirely new sort of institution in which students and faculty engage in a common enterprise of thinking—perhaps a little like his own Center for Study of Democratic Institutions. So far, these efforts have been more a way of diverting attention from the problem than of dealing with it. And, it seems to me unlikely that they will ever provide what the students are asking for and what the honest educator knows they need; what is missing from the learning experience can hardly be restored by gimmicks—by altering this course or adding that one, by cutting down the number of class days, or by introducing more interdepartmental courses. There is no magic formula for engaging the human being in the act of learning. [A piece in a current *New Yorker* makes a splendid commentary on abortive academic efforts to "challenge" students and "interrelate" courses in the curriculum. Here are some excerpts from an "imaginary, handsomely printed course bulletin": (1) "Yeats and Hygiene, a Comparative Study: the poetry of William Butler Yeats analyzed against a background of proper dental care. (Course open to a limited number of students.)" (2) "Philosophy XXIX-B: Introduction to God. Confrontation with the Creator of the universe through informal lectures and field trips." (3) And there is another sequence, suited to the notoriously discontented student: "Introduction to Hostility; Intermediate Hostility; Advanced Hatred; Theoretical Foundations of Loathing."]

What has not been recognized in the complaints of students, the cri-

tiques of educators, and the frantic manipulation of curriculum and schedules is the reality we all seem loathe to accept, the reality that our college and universities in their serious and successful attempt to prepare the student for an economically profitable life in contemporary society have brought the special character of that society right into the academic institution itself. However separate some students may feel from the world outside the college, the first fact of modern academic life is that the college is no longer the ivory tower into which a relatively few intellectually favored or economically privileged young men and women can withdraw to devote themselves to four years of leisurely study of the arts and sciences. The diversity, the specialization, the mechanization which characterize the society we live in also describe the universities we teach and study in; our colleges are just as computerized as our businesses and our campuses just as hectic and crowded as our cities. The worlds of the town and gown have merged into the one world, the city. And since the academic community is a microcosm of our modern, technological, urban society, it inevitably shares with that society its most characteristic feature: its *un*—if not *anti*—humanness. Some years ago Paul Tillich defined precisely the "special character of (our) contemporary culture" and he warned of the way such a culture jeopardizes man's humanity. He said that under industrialism man has made a progressive conquest of nature, both inside and outside himself, but that in the process

he has become a part of the reality he has created, an object among objects, a thing among things, a cog within a universal machine to which he must adapt himself in order not to be smashed by it. But this adaptation makes him a means for ends which are means themselves, and in which an ultimate end is lacking. Out of this predicament of man in the industrial society the experiences of emptiness and meaninglessness, of dehumanization and estrangement have resulted.

Tillich's words describe the society inside and outside the university; there is no longer any difference. And this is what the students are really rebelling against; it is what we all recoil from. None of us wants to be a cog in a machine, an IBM card, or to become part of a system—legal, medical, governmental—at the cost of being a man.

If we can see the student rebellion as a verbalizing of the anxiety felt by all of us who refuse to accept man as a mere thing, who fear that the machine will reduce man to thinghood where he will cease acting, or even being able to act, like a responsible moral being, then we can perhaps get a more comprehensive view of the student movement, one that can suggest a way of dealing with a problem that touches us all. We will see that the problem is not just an academic one. It has been given its most vehement expression in the universities because of an intuitive awareness on the part of old and young alike that if these places which preserve, interpret, and recreate the history and meaning of the human experience succumb to the dehumanizing influences of our technical age, the only barrier between manhood and thinghood will crumble. From this new perspective we can more accurately evaluate the charges of the critics of the academic community—B. J. Phillips' plea that someone find the whole man who got lost in the shuffle, Savio's reminder that students have to repress their "most creative impulses" to get along in the university environment, Hutchins' prediction about the sclerosis of the imagination.

An equally important implication of these quarrels with things as they are in the present university is the faith that the university not only has been but that it can and must continue to be the place where man's creative powers are evoked, nurtured, and cherished, where the imagination can follow "trails that slip around technology/To gulfs of ferns and banks of memory" where one can find Miss Phillips' whole man. This faith calls

*(Continued on next page)*

## A Different Drummer

(Continued)

on everyone who teaches and all who learn to recover, if necessary, and to reassert the primary function of any academic institution: to foster the idea of learning as a creative act, an act so vivid and personal that it can comprehend, and perhaps emulate, Keats' experience where the wonder of a night of reading is an act of personal discovery, of finding his own El Dorado, his own "new planet," his own vast Pacific.

This then is the place to begin: with the recognition that there is no essential difference between what Brecht calls "this buzzing confusion" of the world outside the college and that within its walls; and with the awareness that the only force which can order this confusion is man in his creative capacity, man whose imagination can put a shape on "this mess" (Brecht's inelegantly vivid term) and give it meaning. Admittedly, this holding is a small one from which to launch so major an offensive as the recovery of life in learning; but awareness is the beginning of wisdom. It would be nice if we could take President Hutchins' suggestion to create an institution where a community of selected scholars young and old could come together "in the search for understanding;" but Edenic simplicities are not really one of the possibles in contemporary life. We begin where we are, not where we would like to be or might have been.

The possible itself is not without a challenge. If learning is a creative act, if it is the imaginative possession of those things which man has said and done through the ages, the task of the student (and I use the term to include all who "gladly learn" and "gladly teach") in the present-day college or university is to accept the givens and to exert a conscious and positive effort to create new meaning out of what has become fragmented and meaningless. His task is not unlike that of the artist in contemporary society. In the same essay referred to earlier, Tillich talks about the role of the artist and he says that artists today "show in their style both the encounter with non-being and the strength which can stand this encoun-

ter and shape it creatively." Recognizing what R. W. B. Lewis calls "the severance of the relation between man and whatever reality he is willing to acknowledge," encountering Graham Greene's "sinless empty graceless chromium world" of modern civilized society, facing the ultimate isolation of the human condition, and admitting the ravages on the human psyche made by an increasingly mechanized culture, the contemporary artist has taken the given—life itself—and tried to find there some reason for existence. He does not do as his Joycean forbears did, escape into art and call it "life," nor does he exclude the annihilating and literally dehumanizing experiences that are part of life as he finds it—perversion, sickness, death. They are everywhere but they are not all of life. And the serious artist refuses to see the human condition as all sickness and death, refuses to reduce the human being to a thing contemplating his mortality, as if that were all that it means to be human. The principle to which the artist ultimately subscribes is that expressed by Henry James:

The poet essentially *can't* be concerned with dying. Let him deal with the sickest of the sick, it is still by the act of living that they appeal to him, and appeal the more as the conditions plot against them and prescribe the battle. The process of life gives way fighting, and often may so shine out on the lost ground as in no other connection.

With the "man who gives way fighting" even, or especially, when conditions plot against him and prescribe the battle, the artist has always been concerned. One recalls the Beowulf-poet who sings of heroes, *haelep under heofenum*, doomed to defeat in a hostile universe, dying on their own terms so that their bravery and courage shine out on the lost ground. One thinks of the whiskey-priest of Greene's *The Power and the Glory* who recognizes during his one night imprisonment in the squalid, stinking cell in Tabasco the image of God shining through the degraded human countenances all around him; this warmth of fellow-feeling gives him the strength to endure his mission and finally to prevail over the forces of death, even his own. And one is reminded of all those Hemingway people in whom "life gives way fighting": the waiter in *A Clean Well-Lighted Place* who lives with the knowledge that the cafe,

a clean, well-lighted place, made by man, is man's only refuge against the dark; of Jake Barnes who endures his emasculation without letting it jeopardize his manhood; of the major in *In Another Country* whose iron will conceals a powerful passion and whose endurance exceeds mere bravery. Hemingway's heroes are lonely, their world alien and frightening and hostile; but they live in it on their own terms and they are men.

We could labor the analogy but there is no need. The parallel is clear. All the forces that kill or disease the human spirit *are* in the academic world just as they are everywhere else: IBM cards, television teaching, and the pieces of man broken on departmental wheels. With the knowledge that his world is "all in pieces, all coherence gone," the student has to find the strength to stand the encounter with it, to shape that encounter creatively, and thereby put the pieces of humpty-dumpty man back together again. Concerned with living, with those acts of man that will never die, he cannot let this concern be lost or dissipated by his dealings with man's mortal needs. As Einstein once said,

The concern of man and his destiny must always be the chief interest of all technical effort. Never forget it among your diagrams and equations.

The student will find the difficulty of his task to make a "stay against confusion" is eased by his discovery of those "clean, well-lighted places" which are an arrest of disorder in man's disorderly history: Lear measuring himself against the rain and thunder of the heath; Mathilda of Tuscany leading her knights in battle to defend her fief; Pietro Spina, in the filthy hovel of the deaf mute, finding nourishment of the spirit in their shared bread. These encounters can be for the student his moments in a rose garden; they can provide him with the perspective from which, in Howard Lowry's words,

to examine and make reflective commitments to principles that will exist for him beyond all convenience and group pressures, beyond all the strategy and passing fashions of the world; to hear beyond the common noises of his time, the old Concord music of "a different drummer."

It is this possibility that we honor today. ▲





## DEATHS

### Faculty

Mrs. Raymond Bishop, formerly in the Art Department, February, 1967.  
Miss Melissa Annis Cilley, former assistant professor of Spanish, January 31, 1968.  
Dr. S. Leonard Doerpinghaus, associate professor of biology, January 19, 1968, in an automobile accident.

### Institute

Augusta Davidson Rhodes (Mrs. J. Frank), September 17, 1965.  
Attie Duval Lamar (Mrs. G.W.), January 22, 1968.  
Georgia Freeman, date unknown.  
Leila Ross Wilburn, sister of Alice Wilburn Frierson '07 and Llewellyn Wilburn '19, November 13, 1967.  
Lucy Thomson, February 1, 1968.

### Academy

Neva Edmundson Mclvanie (Mrs. E. T.), date unknown.

### 1906

Mary Crocheron Whorton (Mrs. Lee), date unknown

### 1908

Juanita Wylie Caldwell, (Mrs. William F.), December 10, 1967.

### 1909

Margaret Hoyt, sister of Elizabeth Hoyt Clark, Spec., November 6, 1967.

### 1914

Robina Gallacher Hume (Mrs. E. Stockton), December 14, 1967.  
Essie Roberts Dupre (Mrs. Walter), mother of Ann Roberts Dupre Allen '47, October, 1967.

### 1915

Martha Elizabeth Bishop, December 1967.

### 1917

Sverre Siqueland, husband of Gjertrud Amundsen Siqueland, September 5, 1967.  
Margaret Pruden Lester (Mrs. Paul M.), sister of Elizabeth Pruden Fagan, '19 and aunt of Joen Fagan '54, November 22, 1967 in an automobile accident.

### 1919

Richard George Jones, husband of Blanche Copeland, February, 1967.

### 1923

Nannie Campbell Roache (Mrs. Jesse), date unknown.  
Margaret Parker Turner (Mrs. Malcolm E.), February 2, 1968.

### 1924

Ruebush George Shands, husband of Elizabeth Henry Shands, May, 1967.  
Mary Hemphill Greene, January 28, 1968.  
Sidney Coleman, husband of Lucy Oliver Coleman, October, 1967.

### 1926

Richard Woodruff Fitzgerald, husband of Allene Ramage Fitzgerald, December 31, 1967.

### 1927

Lucia Nimmons McMahon (Mrs. David J.), November 20, 1967.  
Mrs. Thomas C. Satterwhite, mother of Evelyn Satterwhite, December 14, 1967.

### 1928

Edna Page Ackerman, sister of Page Ackerman '33, November, 1967.

### 1929

Luther G. MacKinnon, husband of Eleanor Lee Norris MacKinnon, March, 1967.  
Lois Smith Humphries, November 7, 1967.

### 1933

Homer Sutton, husband of Lalia Napier Sutton, July, 1967.

### 1938

Mrs. Ludie H. Johnson, (Mrs. Rockwell W.), mother of Ann Worthy Johnson, December 3, 1967.

### 1939

Mrs. A. T. Thompson, father of Mary Frances Thompson, November 4, 1967.

### 1941

Helen Gilmer Lifsey (Mrs. Julian), January 4, 1968.

### 1943

Dr. E. C. Frierson, father of Anne Frierson Smoak, April 1, 1967.  
Mr. and Mrs. T. C. Pegram, father and stepmother of Betty Pegram Sessoms, November 29, 1967, in an automobile accident.

### 1945

Alice Rucks Kendall (Mrs. William J.), date unknown.

### 1947

James Pedakis, father of Phia Pedakis Papador, December, 1967.  
Adeline Huff Rosenblatt, mother of Ellen Rosenblatt Caswell, December, 1967.  
Gloria McKee Howard (Mrs. Raydeen R.), sister of Gwendolyn McKee Bays '38, December 10, 1967.

### 1949

Mrs. W. A. Wood, mother of Betty Wood Smith, June, 1967.  
Mr. W. A. Wood, father of Betty Wood Smith, January 26, 1968.

### 1952

Dr. Emery C. Herman, father of Ann Herman Dunwody and Carolyn Herman Sharp '57, September, 1967.

### 1954

Dr. Waldo E. Floyd, father of Virginia Lee Floyd Tillman, December 5, 1967.

### 1956

Marilyn Mobley, December 10, 1967, in an automobile accident.

### 1957

Mrs. Emily Miller, mother of Susie Miller Nevins, July 21, 1967.

### 1958

Alice Miller Thurmond (Mrs. Roy, Jr.), June 16, 1967.

### 1960

W. M. Acree, father of Elizabeth Acree Alexander, September, 1967.

### 1963

Roy D. Tabor, father of Nell Tabor Hartley, December 23, 1967.





# Younger Alumnae Achieve Recognition

**Outstanding Young Women of America** is an annual biographical compilation of 6,000 outstanding young women between the ages of twenty-one and thirty-five. These are some of our Agnes Scott alumnae who have distinguished themselves in civic and professional activities and are listed in the 1968 edition.

Linda Lentz Woods (Mrs. Harold) '62. Linda received her M.A. degree in English from Emory University where she has also been teaching. She has had several publications in her major field and will join the Agnes Scott faculty next year.



Marilyn McClure Anderson (Mrs. William) '57. Marilyn served as president of the College Park Service League, chairman of the P.T.A., Sunday School Teacher, and secretary of the Georgia Women's Auxiliary of the Georgia Pharmacy Association.



Anne Terry Sherren (Mrs. William) '57. Anne received her Ph.D. degree in Chemistry from the University of Florida, taught at the Texas Women's University where she was also Assistant Director of the Secondary Science Training program, and was a research participant at the Oak Ridge National Laboratory. She is now Associate Professor of Chemistry at North Central College in Illinois.



Willa Dendy Goodroe (Mrs. Robert Stanley) '59. Willa has held various offices in the Dalton, Georgia Junior Woman's Club including president. She has also been president of the Dalton Little Theatre and president of the Dalton Mutual Concert Association.



Charlotte King Sanner (Mrs. Richard E.) '60. Charlotte graduated cum laude from Woman's Medical College of Pennsylvania where she received the President's Prize, Mosby Book Award and was given honorable mention by the American Medical Women's Association for her high average. Charlotte did her internship at Grady Memorial Hospital and is now in the practice of internal medicine in Sandy Springs, S.C.



Nancy Holland Sibley (Mrs. William) '58. Nancy is active in the Junior League, church and the Youth Concert Program in Greenville, S.C.



Mary Evans Bristow Milhous (Mrs. James) '60. Mary Evans is Entertainment Chairman of the Agnes Scott Alumnae Association. She has also been active in the United Appeal in Atlanta including chairman of the 1967 United Appeal Women's Unit as well as heading the residential and special gifts division in DeKalb and Fulton Counties.

*Coming Attraction for Spring . . .*

# Alumnae Week End

April 27, 1968

## EVENTS

- April 26** Dance Group Presentation  
Presser Hall, 8:15 p.m.
- April 27** What Kind of Education do Today's Students Demand?  
Student-Faculty Symposium, Rebekah Hall,  
10:00 a.m.-11:45 a.m.
- "Meet the Faculty" Colonnade and Quadrangle,  
11:45 a.m.-12:45 p.m.
- Alumnae Luncheon and Annual Meeting of  
Alumnae Association. Evans Dining Hall,  
1:00 p.m.

## REUNION CLASSES

### DIX PLAN

1906	1925	1944	1963
1907	1926	1945	1964
1908	1927	1946	1965
1909	1928	1947	1966

### MILESTONE

1918	50th
1933	35th
1943	25th
1958	10th
1967	1st
1928	40th

Alumnae of all vintages crowd the Dining Hall to its capacity.





# Happiness Is: Junior Year In Paris

By ANN HOLLOWAY TEAT '68

EDITOR'S NOTE: Ann Holloway Teat will graduate in June. She is the daughter of Susan Self Teat '41 and Jim, from Charlotte, N.C. Her delight in spending her junior year abroad is reflected in this article. Watch for another impression of such programs in the next issue of the *Quarterly*.

A CLOSE FRIEND of mine likes to compare the effect of France upon me to that of L.S.D. upon the hippie, meaning that France "turns me on." The comparison is good to the extent that a year spent in France heightened my sensibility, broadened my understanding of a great many things, and certainly brought me face to face with a world which was, as Marivaux described it in *La Vie de Marianne*, new, but not at all foreign to me. The comparison breaks down, however, in that the L.S.D. "trip" is temporary and often destructive; whereas, the J.Y.F. (Junior Year in France) "trip" is enduring and most constructive. To presuppose, however, that a year in France has made me an authority on either the French family, the French educational system, or the heart of French life, Paris, is beyond all reason. I did, however, have a "lovin' spoonful" of these aspects of French life through my year in France with the Sweet Briar College program, and, as the taste still lingers, I am always happy to try to share my impressions of them.

The American student who goes to France to live with and become part of a French family is invariably disappointed. The relationship of an American student to the French family is primarily that of a boarder to

his landlord. Only in rare cases does the American form any lasting bonds with his family. This is not to say that the French family is openly hostile to the boarder; however, no effort is made to make him a part of the family. Such a lack of integration into French family life is not offensive to the student for two reasons. First, when rapport is established between the student and family, the student feels as if it is a sincere feeling rather than a hypocritical concern for the "foreign" student. Secondly, the independence from the family is one of the rewards of the Junior Year in France. One is integrated into neither the French society nor the American society. In this situation, the responsibility that one feels is genuine rather than imposed by society.

I was extremely happy in my family situations both in Tours and in Paris. My "provincial" family was formidable. Monsieur Bérard, a retired army colonel, was tall, white-haired, and awe-inspiring: the type of man whom one would choose to play God giving Moses the Ten Commandments in a Sunday-School play. He ruled everyone in the household except Madame Bérard. The three children of the home were all of college age. Michel and Jean-Pierre were handsome young men



# Junior Year in Paris

(Continued)

Illustrated by Ike Hussey



who, by virtue of being the first French men I knew, were the first French men to capture my heart. Françoise, my French "sister," was a warm girl who remains the closest French friend that I have.

My Parisian family and home were as Parisian as the Bérards were provincial. Original Rûysdael and Van Goyen paintings decorated the living room which was itself a complement to Madame Renaudin, my hostess in Paris. She was a tall and dignified woman who held our attention with the stories of her school days with Simone de Beauvoir. Although I am still quite fond of the Renaudin family, I do not retain the close ties with them which I retain with the Bérards. One of the Renaudin grandchildren, Manu, age seven, did, however, propose marriage to me and I must return to Paris after sixteen years to fulfill my promises to him. Therefore, although the relationship between an American student and his French family is not the equivalent of the relationship between an exchange student and his family, it can be a rewarding relationship.

A second important aspect of my year in France is the formal study at the University of Paris and with Sweet Briar College. The French university system lends itself to independent study rather than to daily assignments. Any grades were the result of one paper and/or one report in class and a final examination made up of a written and oral examination. There were no day-to-day assignments since most classes were purely lecture classes with from fifty to 3000 in the class.

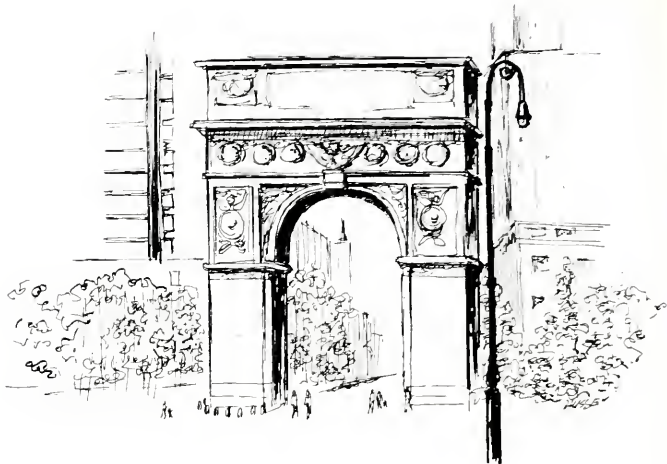
Everyone who has spent a year of study in Paris is asked whether he has studied at the Sorbonne. The name of this thirteenth-century citadel is known to most educated Americans, even if they are not quite sure what the words *la Sorbonne* designate. I was lucky to be able to take a course at the Sorbonne, lucky not only because my professor, M. Antoine Adam, was excellent nor because it is prestigious to have studied there, but because a course at the Sorbonne is a circus in itself. After having spent hours figuring which course I wanted and what the course really is (course titles are seldom a good indication of what the course is about), I plowed through 3000 other students to find a place between an Indochinese nun and a Swedish blond "bombshell" in the last crowded row of an overflowing amphitheater, only to be told by the professor that the class was too large and that all first year and foreign students must leave. After having fought so hard for a place in the course, I refused to leave, as

(Continued on next page)

Ann caught Paris spreading to infinity.







## Junior Year in Paris (Continued)

did most foreign students. The first day of a class at the Sorbonne is an education in itself!

I took another course at another branch of the University of Paris, the Institute of Political Studies. What a contrast! Here, classes were no larger than 200 people. The students wore suits and ties to all classes, and the atmosphere was one of serious study. Perhaps the main reason for my preference of "Science Po" over the Sorbonne is that at Science Po there was a ratio of 10 men to every woman—a fact not to be discounted when the student has spent the first two years of college in a woman's college.

My two favorite courses were Art History and Contemporary Theater, courses conducted by French professors but sponsored by Sweet Briar. In the course in art history, we studied nineteenth and twentieth century painting in class but spent two hours a week of formal study in the Louvre museum, the Jeu de Paume, and the Museum of Modern Art. What a perfect city in which to study art! Added to the weekly museum visits were the special exhibitions such as the Vermeer or Bonnard exhibitions, the Picasso exhibition at the Grand Palais with 800 of his works, or the psychedelic "Light and Movement" exhibition at the Museum of Modern Art.

The course on the modern theater was taught by M. Alfred Simon, a critic in Paris who is presently teaching at the University of Kentucky. There were two aspects to this course: The first was the study of French theater from the texts including plays by such authors as Musset, Claudel, Giraudoux, Sartre, Ionesco, Beckett, Genet. This study was supplemented by the plays we saw. We attended at least one performance each week. These magical evenings were spent seeing plays by Brecht, Shakespeare, or Giraudoux at the large National Popular Theater or avant-garde drama

in the pocket theaters of Montmartre or Montparnasse.

In his novel, *Le Père Goriot*, Honoré de Balzac paints the portrait of a student in Paris whose school was really the city itself. This is the delightful situation of the student on the Junior Year in France. A great deal of his education takes place outside the amphitheater at the Sorbonne or the library at 4 *rue de Chevreuse*. The student learns in a crowded subway car, in a small theater, in a public garden, or walking down *Boul' Mich*.

A kaleidoscope of adventures—this is what Paris is all about. Balzac describes the phenomenon thus:

... but, then, Paris is in truth an ocean that no line can plumb. You may survey its surface and describe it; but no matter what pains you take with your investigations and recognizances, no matter how numerous and painstaking the toilers in this sea, there will always be lonely and unexplored regions in its depths, caverns unknown, flowers and pearls and monsters of the deep overlooked or forgotten by the divers of literature. [Honoré de Balzac, *Old Goriot* (New York, 1900), p. 350.]

The student can hear the Paris Opera Troupe present Gounod's *Faust* or attend a concert by Charles Aznavour or the Rolling Stones at the Olympia. He can study the works of Van der Weyden, Raphael or David at the Louvre or those of Picasso, Villon, or Singier at the Modern Art Museum. He may dance at a ball at Neuilly or in Jacky's Far West Saloon on the left bank. He can eat hamburgers at the American Embassy or *beignets* in the Luxemburg Gardens. The choice is his and he has only to make it.

I do hope that I have been able to give you a taste of my "lovin' spoonful" of what Ernest Hemingway called "a moveable feast." As one of my fellow JYFers said, we only regret that we cannot stay for seconds.

## Worthy Notes



# "Meanwhile, Back at the Ranch ..."

Being on the other side of thirty, I find the "generation gap" yawning ever wider before me. I'll share with you *A Prayer for the Middle-Aged* which, in the words of a currently popular song, "stays ever gentle on my mind." (There are several versions of the prayer in circulation—this one comes from Dr. Alston, and I don't know where he obtained it!):

Lord, thou knowest better than I know myself that I am growing older and will some day be old—Keep me from the fatal habit of thinking I must say something on every subject and on every occasion. Release me from craving to try to straighten out everybody's affairs. Make me thoughtful but not moody; helpful but not bossy. With my vast store of wisdom, it seems a pity not to use it all—but thou knowest Lord, that I want a few friends at the end.

Keep my mind free from the recital of endless details—give me wings to get to the point. Seal my lips on my aches and pains. They are increasing and love of rehearsing them is becoming sweeter as the years go by—I dare not ask for grace enough to enjoy the tales of others' pains but help me to endure them with patience.

I dare not ask for improved memory, but for a growing humility and a lessening cock-sureness when my memory seems to clash with the memories of others. Teach me the glorious lesson that occasionally I may be mistaken.

Keep me reasonably sweet; I do not want to be a saint—some of them are so hard to live with—but a sour old person is one of the crowning works of the devil. Give me the ability to see good things in unexpected places and talents in unexpected people. Give me the grace to tell them so. Amen.

I am praying at this moment for the grace to say thank you in the best possible way to those of you who have responded so splendidly to the "special gifts" solicitation of the Annual-Giving Program. Betty Lou Houck Smith '35 is Special Gifts Chairman and Sarah Frances McDonald

'36 is General Chairman of the Fund this year (July 1, 1967-June 30, 1968).

As of February 29, 1968, 580 alumnae had contributed \$66,500. The lion's portion of this magnificent sum (cf. the chart on p. 14 of the Fall, 1967 issue of the *Quarterly*—total gifts from alumnae through last year's Fund amounted to \$82,142) has come from the special-gift donors.

Add to this a special note of rejoicing: would you believe that the "general solicitation" for this year's Fund doesn't "kick-off" till March 11? Between that date and June 30 (the end of this fund year) more than 750 "Class Agents" will be writing classmates to secure gifts.

So far the only casualties the program has caused have been to the eyes, minds and backs of alumnae staff members—Barbara Murlin Pendleton '40, Pattie Patterson Johnson '41, Dianne Snead Gilchrist '60, Margaret Dowe Cobb, 22 and me. We've had to "think ahead" to numerous target dates; prepare materials for the special donors, for Class Chairmen and Class Agents; deal with the idiosyncracies of alumnae office equipment and the U. S. Post Office, meanwhile continuing to carry out the normal program of the Alumnae Association. We did have help from alumnae volunteers, members of the three Alumnae Clubs in this area, on compiling some of the major mailings, and to them go our heartiest thanks.

Kudos go, also, to Alumnae Clubs and groups around the nation for their Founder's Day events this year. Founder's Day has become an occasion when we *can* bridge that generation gap—it is with delight that I discover, at a Founder's Day meeting, a class of '17 graduate communicating quickly with a '67 graduate, for example.

Founder's Day, February 22, 1968 found faculty members and administration officers visiting Alumnae Clubs as speakers—another kind of communication for which we are all grateful.

Anne Worthy Johnson '38





# Agnes Scott

THE ALUMNAE QUARTERLY

SPRING 1968



**Front Cover:** Atlanta's dogwood this year burst forth in its most splendid state. Here a dogwood branch brushes one of the great Gothic brick arches composing the outer wall of the Dana Fine Arts Building



THE ALUMNAE QUARTERLY VOL. 46 NO. 3

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# On the Importance of the Inner Life

By PAUL SWAIN HAVENS, *President, Wilson College*

AGNES SCOTT stands before the nation as one of the distinguished colleges for women for whose service to society all rejoice who have a conscience for the role of women in our contemporary world.

Ten days ago, the Board of Trustees of Wilson College held its mid-winter meeting. Knowing I was to address you, by unanimous vote my Board adopted this resolution:

We salute Agnes Scott College upon the celebration of her seventy-eighth anniversary. We applaud the position of leadership which Agnes Scott has occupied for many decades in the liberal education of young women, and we wish the College every success as she plans for the years ahead. We realize that all independent colleges face grievous problems—and not least colleges for women—but we have full confidence that Agnes Scott will meet every challenge that will confront her and will move forward with strength. We have expressly charged the President of Wilson College to bear this greeting and this message to the faculty and students of Agnes Scott College on this seventy-eighth Founder's Day.

Seventy-eight years are a long span of time. For a few minutes—so brief by comparison to seventy-eight years—I wish to talk to you about the importance of the inner life. You must judge, when I am done, whether seventy-eight years have dulled or enhanced the importance of the inner life. After all, the founders may have believed in its importance (and I am sure they did) and you may not; or you may agree that the inner life, like all life, is something with which we must reckon.

First, there is a topic that may seem to have no bearing on the inner life. But I beg you to suspend judgment. Let us contemplate for a moment the subject of communication. And then let us work forward.

In recent years we have been told again and again by critics and commentators that one of the principal weaknesses of our time is lack of communication. This argument runs that labor and management do not talk together; that government does not explain itself adequately to the governed; that an unbridgeable gap exists between parents and children because they do not communicate; that the Pentagon will not talk to the State Department, or the Stock Exchange to the investor, or yet, the corporation with its stockholders. In the same way we are told that faculties do not com-

municate with student bodies or administrations with faculties. Mao Tse-tung will not speak to Mr. Kosygin, and hence Communist unity is threatened. General De Gaulle will talk to anyone, but will listen to no one. Lack of communication perhaps reaches its greatest expression in the familiar jingle:

Here's to the city of Boston,  
The home of the bean and the cod,  
Where Lodges talk only to Cabots  
And Cabots talk only to God.

Thus, this argument concludes, one of the principal weaknesses of our time is lack of communication.

While communication can always be improved, and should be, this allegation, in my opinion, is an untruth. It is not a lie, for an untruth is simply something that is not a fact with no deliberate attempt to deceive.

What is the fact? The fact is that never in history has there been so much communication as now. Books pour from the presses in such numbers that one wonders that there are readers for them all. Every retired general tells you how he conducted his various campaigns. Every retired politician, statesman, and judge writes his memoirs, often disclosing things that might better go unsaid. Mr. Manchester gives us an account of the late President Kennedy. Mme. Svetlana Allchuyeva tells us about her father, Stalin. Travelers tell us things about remote countries and cultures; and, in a different category and a more somber mood, surviving victims of the concentration camps of the Second World War describe the sordid horrors they have endured.

As for the newspapers, one may regret the recent extinction of such revered names as *The Herald Tribune* and *The Boston Post*, but there still remain enough newspapers to consume hundreds of thousands of tons of newsprint each year. And the radio brings us news *ad nauseam*, often more rapidly than every hour on the hour, and sometimes around the clock, broadcasting throughout the world every little event that happens, often magnifying the event out of all perspective. A murder in Chicago somehow seems to have importance equal to conversations in Geneva that may shape the future of the world; and the basketball scores seem more important than the mammoth federal deficit. And television, fighting for an ever larger audience, brings us symposia, opinion-reviews, current happenings, riots,

*(Continued on next page)*

# On the Importance *(Continued)*

battle scenes, and all the rest. Never has there been so much communication, so much rapid communication, as there is now.

No, the principal weakness of our time is not lack of communication. The flaw is that there is so little of any real significance to communicate. We communicate that little avidly, but the effect, since what we say is often not significant and only trivial, is that we crave real meat and so think there has been no communication. We multiply words, but we do not multiply meaning. By a simple rule of chemistry, when you increase the quantity of the solution you dilute the chemical itself. This is what is going on.

But why is this so, why does it happen? There are many answers, and some of them are beyond my scope this morning. There is not time for instance, to explore the conflict in radio, television, and many newspapers between a conscientious search for quality on the one hand and the commercial motive on the other. This is a real problem, and fortunately there are signs that some persons are devoting their best thoughts to solving it.

More important, I believe, is the problem presented by the vast audience of listeners and viewers. They represent a cross section of our culture, from the uneducated to the highly educated, from the poverty-stricken to the affluent. There is perhaps an unintentional irony in the phrase we use for the common means of communication, mass media. These are indeed the media for the masses; and with almost diabolical cleverness they are adjusted to speak to the mass mind; and, in the opinion of some sociologists and educational observers, they shape the mass mind as much as do all the classrooms of the nation, if not more.

We have set for ourselves in this country a noble ideal of providing free elementary and secondary education for all of our children, and in recent years opportunities for higher education have grown almost beyond the imagination of those who can recall the days of ten or twenty years ago. The danger, as many have warned, is that we may end up by producing a nation of *semi-educated* people. "A little knowledge is a dangerous thing," said Alexander Pope. "Drink deep, or taste not the Pierian spring." F. M. Hechinger, Education Editor of *The New York Times*, did not quote Alexander Pope recently when commenting on the demand for lower tuition charges for the college and university years, but one of his comments touches the very center of the mass education problem:

A . . . question is whether a massive subsidy of those with average ability will interfere with quality that emerges from competition. It may seem re-

actionary to say that this is a problem, but it would be unrealistic to pretend that it is not.

It might shed some light on this problem if we were to look for a moment at the early years of the Nineteenth Century, which, for reasons too long to explore here, were a time of malaise in many countries. As yet there was no mass education, but there was very good education for some.

The educational systems of those days have been subjected to some bitter words by later critics, but they had virtues of their own, particularly the virtues of breadth of horizon and depth of penetration. Moreover, they were *man-centered*, not *technique-centered*. Read the names of some of those who, not educated en masse, have produced some of the noblest writings of the century: Keats, Byron, Shelley, Wordsworth, and Coleridge; Lamartine, de Musset, Chateaubriand, Hugo, and Flaubert; Schiller and Heine; Tolstoy, Dostoevski, Pushkin, and Turgenev. One could form a longer catalogue, but these are enough. These authors were not mass produced; they were not writing for the masses. They were inspired by a powerful impulse to create according to the highest standard they could perceive. Without consciously realizing it, I believe, they were striking always for excellence with no consideration of the number of persons they might reach. They were above any quantitative goal. And because what they wrote was good, of high significance, and deserving to be read, they have communicated with every subsequent generation.

All of this has a direct bearing upon this Founder's Day Convocation. Agnes Scott College is engaged in the very opposite of mass education, and there is no place here for the semi-educated. This is a public service institution in the sense that you serve our nation, our time, and our world through what you do, through what you produce, and through what you are; and this fact is recognized by your tax exempt status. This places you under a special obligation.

What then is the nature of the service which this College must render to the present and to the future? The answer is implicit in what I have just said. The task is to shape the fully educated person, educated in mind, spirit, and character—to give her proper training and incentive, or at least to help her find the right pathway, for all true education is in the end self-education. At the opening ceremony of my own College on October 12, 1870, the first President of the College spoke as follows:

The effort will not be to cram the minds of pupils with facts, but to spend time in development of thought so that the pupils will learn to think for themselves, and thus be enabled in after life to become leaders, instead of followers, in society.

This was strong doctrine in those days, but it must remain one of the principal aims of Agnes Scott College as well as of Wilson College.

We shall live the rest of our lives, I suppose, in an era of mass education, but we shall not get what we need for salvation from the mass-educated. Let it continue to be our task to train persons who may give us ideals that will stir us, art and literature and music and science and philosophy and mathematics and social science that will exhilarate us and enlarge our imagination and our perspective, making us better human beings. Let us join together to train those—and they can be of any age or all ages—who can lead us to a triumph of the *creative* spirit in a time so tragically marked by the *destructive* spirit.

Now, the creative spirit does not rely upon communication but upon the nurture of the inner wells. It will be our salvation as a civilization to see that these inner wells are kept full. Whatever contributes to their fullness and to the purity and potency of what fills them is good. And this is an individual matter, having nought to do with assembly lines or mass production. Use, then, the means at your disposal here—and they are many—to keep the inner life healthy and to nurture the creative and generous spirit that may help set the direction of our time toward decency and constructive effort. Agnes Scott College can offer no greater or more needful service to our time.

There are some who will rail at any allusion to the inner life. All of their life belongs to the outer realm. Among these are the persons who are the victims of the superfluous communication to which I alluded a few minutes ago; those to whom *things* are most important—cars, TV sets, stocks, bonds, pretentious homes, the various badges of success; and still others who are cynical about everything that cannot be weighed, tested, and measured in the highly efficient modern laboratory.

But are these people right? Should we not be cautioned by Pascal's famous—and correct—comment that “le coeur a ses raisons que la raison ne counait point”; and Shakespeare's that “There are more things in heaven and earth, Horatio, than are dreamt of in your philosophy.”

On a Founder's Day at Agnes Scott College it is fair enough to ask what the founders wished to hold in honor in their College, now seventy-eight years old. As I read the catalogue and the history of this College, I believe they wished to foster not only sound learning, intellectual discipline, and scholarship but also a quotient that I have called the inner life. Agnes Scott College offers no course with this title. Thus there are no grades—and what a deliverance! Can we not somehow

devise a better measurement of achievement than a grade? No single person is assigned the responsibility of promoting the inner life, for this is the commonly shared responsibility of all. The public relations office need not send out “stories” about it; it is too intimate for public comment.

But a college with a basic Christian commitment is teaching the importance of the inner life—now, let us give it its proper title, the spiritual life—in a hundred ways direct and oblique; through subtle and often unseen influences in the classroom, in the laboratory, at chapel, on the sports field, in the student government meeting, in the long talk-fests late at night in the residence houses, at gatherings in faculty homes. There is no formula, for the inner life is not shaped by a formula, nor is it responsive to a fixed rule, Benedictine or otherwise. The inner life is the possession of each of us in a different form, nurtured in differing ways, known in various guises.

But it is at the center of true liberal education—the end-product of all the convolutions of the curriculum, all the virtues and advantages that our catalogues advertise about us, all the activities and causes and good things we are exhorted to espouse. It defies exact description because it is “inner” and the spectator cannot see it. But it is real, determining, priceless, the prerequisite of sanity and health, the vessel into which the Holy Spirit pours wisdom, compassion, hope, and all those aspirations that mark what Milton called “the true wayfaring Christian.” For all of us there is nothing more important than the nature of that life. Wordsworth came close to penetrating the secret of all this when he wrote, at the end of his moving “Ode to Duty,” these lines:

Give unto me, made lowly-wise,  
The spirit of self-sacrifice.  
The confidence of reason give,  
And in the light of truth  
Thy bondman let me live.

When all the grades are in, the commencement over, and the honors declared, all the clothes packed in the car, the diploma tenderly stored in a suitcase, the farewells said and the road to the future defined—perhaps not finally, but at least for a year or two—the importance of the inner life should begin to come into new focus. It will be the final residue—this private, intimate life—of the full four years at Agnes Scott. Some of the facts you have learned will fall away, victims of rust and erosion. But the nurture of the inner life should continue with accelerated zeal, for this is the possession for which you came to college. The founders will feel their task well justified if you can say, with Matthew Arnold, “On to the bonds of the waste,/ On to the city of God.”



# From Decatur to Kilimanjaro

By PENELOPE CAMPBELL

THE FIRST THING most people want to know about my trip to Africa is why, of all places on earth, I chose to spend a summer on that seemingly unpleasurable continent. Aside from an interest developed in graduate school, I recently completed my dissertation on the colony of free Negroes and ex-slaves founded along the Liberian coast in the 1830's by Maryland colonizationists. My primary motive for going, then, was to continue research on that subject at the national archives in Monrovia, Liberia. The rest of my time was to be spent visiting other African nations.

I had little practical knowledge about travel in Africa, but I soon found that the best bargain is to buy a round-trip air ticket to Johannesburg. One can fly from New York to Dakar, Senegal, and then make as many stops as she wishes between Senegal and South Africa. Returning, she may stop anywhere between Johannesburg and Athens. With this general scheme, I worked out a tentative schedule for the nations I thought I would have time to visit and applied for visas.

The day of embarkation was July 7, 1967. I carried only one soft-sided suitcase, a handbag and a coat. The clothes I took were a poor choice, I found. Except in West Africa, it was winter and not the mild Miami winter that I expected, either. I soon wished that one of the two cotton dresses was wool and that I had more than one sweater. The three pairs of shoes proved adequate. My parents drove me to Kennedy Airport in New York and my mother, who had never reconciled herself to the trip, tried to dissuade me right up to the end. I am sure she thought that she would never see me alive again.

ABOUT THE AUTHOR: "Penny" Campbell was born on Maryland's Eastern shore, holds the B.A. degree from Baylor University, the M.A. and Ph.D. degrees from Ohio State and has taught at Hanover College before joining the Agnes Scott history faculty. She wants to continue her African safari this summer.



Return from attempt to scale the snows of Kilimanjaro.



African animals sighted in Ngorongora Crater.

Penny begins third morn of Kilimanjaro climb.



Native of Ashanti tribal home, Kumasi, in Ghana.



After an overnight flight, I arrived in Dakar early on a Saturday morning. The enervating heat and humidity, coupled with a drab, sandy landscape at first disillusioned me with Africa. After some dickering with tax drivers who insisted upon what seemed exorbitant fares for a ride downtown, I engaged one for the five-mile trip. I soon found that Dakar's skyscraper outline is a facade for what most Americans would call slum conditions. In the city, each block consists of a fringe of rather modern shops and a core of shacks, out-houses, goats and chickens. Senegal was formerly a French colony and that influence still dominates. There is a large resident French population and many Frenchmen come annually to Dakar's beaches on holiday. The Africans in Senegal wear probably the most elaborate and colorful clothes of any people on the continent. Most of the cloth used in Africa, by the way, is made in Japan. Enterprising Japanese manufacturers have copied designs and colors particularly favored by the inhabitants and produced a line of cotton goods called "African prints" which is sold everywhere.

Further down the west African coast, Liberia fits more readily into the concept held by many that Africa is a land of jungles. The main airport, Roberts Field, is fifty-five miles from Monrovia and enclosed on one side by mangrove swamp and on the other by the Firestone rubber plantations. Monrovia is a city of tin-roofed shacks and petty traders. As I trod streets named for erstwhile American colonizationists who fathered this experiment, I wondered if they would have been as unimpressed as I. The National Archives are housed in the old Presidential Palace and consist of several rooms and an attic of unorganized and uncataloged papers. The archivist, addicted to Mickey Spillane paperbacks and roasted corn-on-the-cob, explained that he had not one assistant who could alphabetize. The value of documents and the importance of preserving them, a difficult task in that climate, have apparently never been perceived. Materials relevant to my project were negligible.

In spite of that disappointment, I learned a good deal about Liberia and Africa during the ten days I was in Monrovia. I stayed at the Peace Corps hostel and got an inside view of volunteers. In fact, at first I was

suspected of being a spy for some United States government agency which wanted information on Peace Corps progress and morale. What I saw was generally favorable. Many volunteers, it is true, were unhappy with how little they seemed to accomplish. Their disillusionment was perhaps commensurate with the idealism they brought to the job. Many volunteers were fugitives from graduate schools and uncertain of their futures, but none appeared to regret this interlude.

I found Ghana a nice contrast to Senegal and Liberia. The air was more invigorating, the people energetic. Accra is quite modern and the extensive drainage systems are used. The markets were the most colorful and orderly of any I visited in Africa. Inexpensive and numerous "mammy wagons" enable one to travel about quite freely. I visited several early European castles along the coast, including Elmina, built by the Portuguese in the fifteenth century. I also went up-country several hundred miles to Kumasi, the old Ashanti tribal home. Ghana has advanced rapidly in recent years and even has television. Most programs are American or British. I found the African reaction to Daktari and Peyton Place far more interesting than the programs themselves.

From Ghana, I flew to the Republic of South Africa. The weather was now cold and dry. Most buildings, including all but the newest hotels, have no heat. After one freezing night in Johannesburg, I discovered I could rent a small electric heater from the hotel desk. Johannesburg is a large, modern city, culturally and numerically enriched by the continuing arrival of European immigrants. Its citizens evidence a high standard of living and even quite modest homes sport either a swimming pool or a tennis court.

Altogether I was in Johannesburg a week. Another two weeks I traveled about South Africa by train. The thousand mile journey to Cape Town takes about twenty-four hours. Until one approaches the vineyards and mountains outlying from Cape Town, one sees only the seemingly endless karoo, or plateau, where stretches of desert alternate with fields of sunflowers, corn and hay.

Cape Town is a pleasant little city nestled at the foot of Table Mountain. It was the home of Cecil Rhodes,

prominent in the development of South Africa. When he died in 1902, his huge estate went to the government and became the site for Cape Town University and the recently famed Groote Schuur Hospital. Cape Town harbor was especially busy when I was there because of the Suez closure, but I was more interested in a fine little restaurant on the wharf where a South African rock lobster dinner cost only \$2.00. Cape Peninsula runs forty miles south of the city. One day I traveled to the tip to the Cape of Good Hope and felt the exhilaration of seeing what, since grade school, I had considered one of the magic spots on this earth.

At the recommendation of numerous South Africans, I took the scenic route from Cape Town along the Indian Ocean toward Durban. The views were spectacular and the ostrich farms interesting, but the train averaged only twenty miles an hour. It took two nights and a day to cover just the four hundred miles to Port Elizabeth. Meanwhile I sat in a compartment by myself and waited for mealtimes.

Between Port Elizabeth and Durban I stopped at the small independent African republic of Lesotho. It is a largely mountainous nation whose inhabitants tend sheep, wear blankets, and ride sleek ponies up the hillsides. I had the chance to accompany a Save the Children Federation driver who took a Land Rover of food eighty miles into the mountains for distribution by an Anglican mission. The trip took four hours and nearly that long back, although the returning driver was a dare-devil.

Durban is a modern city along the Indian Ocean. Its beaches and surf are its chief attractions. Along the water, the line of large hotels reminds one of Miami Beach. Until a few years ago, bathers were discouraged by the shark menace, but now a three-mile long net affords protection.

On the whole, I found South Africa an extremely attractive and prosperous nation. Its beauty is unquestioned. Within a short time, however, one's enjoyment is clouded by the apartheid question. Everywhere one goes, facilities are segregated. Benches, water fountains, buses and all other public conveniences are designated "Europeans Only," which means all persons classified white by the government.

*(Continued on next page)*

## From Decatur to Kilimanjaro (Continued)



Penny "shot" a lioness with wildebeeste or gnu.



Rhodesia's big attraction, Victoria Falls, deserves its reputation.

or "Non-Europeans." Even the Johannesburg zoo has one afternoon a week set aside for non-Europeans. Interestingly, the Japanese, perhaps because of extensive trade relations between Japan and South Africa, are classified white. Chinese, who have been entering as laborers for over a century, are considered non-white. Most Africans are required to live in reserves on the outskirts of town. Every day they pour into urban areas where they serve as domestics, janitors and such; every night they return to impoverished surroundings. Yet, the story of apartheid is a two-sided one. Staunch apartheid supporters claim that Africans are a thousand years behind whites in their evolution, that they cannot be assimilated into a complex, industrial society. However that may be, one cannot deny that their heritage and culture little equips them to live side by side with Europeans in contemporary South Africa. The unfortunate aspect which libels the European is the lack of public or private effort made to train the African in skills needed in a highly technological economy or to raise him to the place where he can contribute to society more than his back.

Like South Africa, Rhodesia is also white Africa, but it lacks the prosperity and booming quality of its sister republic. Since its declaration of independence from Great Britain and the consequent economic sanctions, Rhodesia has sought to become self-sufficient. Rationing and a "buy-Rhodesia" campaign have been undertaken by the break-away government, apparently with success. The big attraction of that nation is Victoria Falls. Unlike some widely trumpeted African sights, the Falls deserve their reputation. My first view of them came after a flight over miles of scrub brush and barren country. The plane circled twice and seemed so close to them that I was alarmed. I stayed at the Victoria Falls Hotel, and from a half-mile away the sound of the Falls was ever present and the mist clearly visible. On the path between the hotel and the Falls, I encountered a troupe of baboons. They ignored me, but I felt as though I was truly in Africa.

To enter Tanzania is to return to black Africa. Although immigration and customs formalities were carried out less punctually by the new African civil servants, I had the satisfying



feeling that at least the rightful citizens were in command. Dar es Salaam is a small port city on the Indian Ocean and was apparently more sleepy than usual when I was there because of the Suez problem. From here I flew to Zanzibar, the exotic tropical island known for its clove production. David Livingstone, repulsed by the Arab slave markets and accompanying conditions, called the island "Stinkibar," and a certain bouquet still persists, but today decadence and somnolence are the dominant characteristics. The streets of Zanzibar City are wide enough only for one-lane traffic. The harbor, where copra and cloves are loaded aboard ships during the day, has more activity in the late afternoon as dhows pull anchor and sail for the East African coast. The chief social activity seems to be wandering about the narrow streets during the warm evenings. One can buy betel nut from Indian merchants and, shunting inhibitions imposed by family and society in America, enjoy a unique experience.

After just a short visit on Zanzibar, I flew up the East African coast and then inland to the small Tanzanian town of Moshi. This is the jumping off place for safaris to Kilimanjaro. I took an African bus the twenty-five miles to the Kibo Hotel in Marangu and made arrangements for the five-day climb. For visitors to Africa, there are two primary ways to undertake it. One can tell the hotel management that she wishes to begin the following morning and leave the planning up to it. For about \$80, the hotel supplies a guide, two porters, all equipment, and food, which is cooked by the guide enroute. It is truly a deluxe tour, including tea in bed each morning. Or, as I did, one can buy her own food (and cook it herself), hire a guide and porter, rent some equipment and start out.

The general scheme is to cover ten miles a day, spending nights in huts at 9,000, 12,000 and 15,500 feet. On the fourth morning, climbers start out at 2 a.m. in order to reach the top and return to the third hut by early afternoon. The equatorial sun dictates this, although most hikers swear that the real reason for beginning in the dark is to prevent them from seeing where they must climb and thereby becoming discouraged. On the fourth day, after either reaching the sum-

mit or failing, most hikers return to the hut at 12,000 feet and complete the journey on the fifth day.

The day that the two Africans and I started was exceptionally clear. At the lower levels, from amidst coffee plants and banana trees, one could see Kilimanjaro more than thirty miles away. The hike to the 9,000-foot stop was mildly exhausting. The hut was a white-washed stone building with three rooms, bunk beds, and a single fireplace. There was an outhouse behind it and the sole water supply was a nearby creek. There were six other people there that night and we seemed to feel a special camaraderie as we sat around the fire.

The second morning was rainy and cold, and it rained during four of the five hours that it took to cover the ten miles. We arrived at the 12,000 foot level a little after 1 p.m. There was one large metal hut, divided in half, with wooden bunks and no fireplace, light or water. I was cold, wet, and had nothing to do until the next morning. Fortunately, a Belgian couple on the deluxe trip came along and joined me. Their extra food and companionship made the day tolerable. I was afraid that we might have a siege of bad weather, but the third morning was as bright and clear as the first. The climb that day should have been the easiest, for most of it was across a desert-like plateau where buzzards circled, but the altitude made the journey difficult. My exhaustion long before we reached Kibo hut made me doubt whether I could reach the 19,321-foot summit.

The last camp consisted of several tin huts, mostly already occupied by a party of fifteen from Nairobi. As soon as night falls at that altitude, one goes to bed, but the cold and the wooden bunks make sleep impossible. Most climbers simply lie awake waiting for the starting hour. I had half of a hut to myself and when I climbed into the sleeping bag I either wore or pulled into it everything I intended to use the next day. I even slept in my boots. It was a miserable night. The wooden bunk was so uncomfortable that I had to shift weight every short while. To turn from one side to the other was a major operation. The sleeping bag by now seemed like a mummy bag, and I had first to move the camera, film, gloves, hat and miscellanea and then inch my feet to the opposite direction. Affected

somewhat by the altitude, I also had the delusion that a lion was about to enter the unlatched door.

The guide and I started out at 2 a.m. under a bright star cover. The temperature was about 20°F and even steady climbing did not warm me. I soon found that frequent breath-catching stops were necessary. After an hour or so I was so exhausted that I could go no further and we returned to the hut. I slept several hours and began the journey back to Marangu. Disgusted with my failure, I walked the whole thirty miles that day. By the time I reached the Kibo Hotel, my feet were terribly blistered, and the two big toenails were pulled off. Moreover, the sun had scorched my legs right through the slacks, and my lower lip was so sunburned that for two days I did not know when a cup touched it. It is a horrible tale, I know, but during the entire safari I felt the exhilaration of doing something I had long dreamed about. It is often not the purely enjoyable events that keeps one alive, I find, but the challenging and the self-fulfilling. This, for me, was the attraction of Kilimanjaro and, for this reason, I must return.

Everything else was anticlimactic after this experience. I did go to Ngorongoro Crater to see the animals for which East Africa is famous. One day I traveled miles and miles over that natural zoo in a Land Rover, seeing zebras, gazelles, sable antelope, hippopotamuses, rhinos, and, most fun of all, lions. In fact, we came across a lioness which was still panting from the successful chase of a large Wildebeeste. It was fascinating to watch her pull her prey apart limb by limb and eat it.

The last African nation on my itinerary was Kenya. I was in Nairobi only a day or two before I headed upcountry to visit a family friend at Kisumu, on Lake Victoria's shores. There I stayed at a mission station and saw something of the educational work being done. In less than a week I was back in Nairobi, where I took a flight home via Zurich and Lisbon. My impression upon leaving Africa was much more a realization of how much of the continent I had missed than how much I had seen. I was scarcely aboard the plane before I started thinking about where I will go next time. ▲



A sidewalk cafe by the Rhone in Lyon.

EDITOR'S NOTE: This is the second of two articles on the Junior Year Abroad. The first was published in the winter, 1968 issue of the *Quarterly*. The editor's thanks go to the two seniors who shared their experience with us.



Pat spent part of her travel time in Nice.

# Apartment Over

MY JUNIOR YEAR ABROAD officially began when the *France* pulled away from the dock in New York on September 15, 1966, headed for Southampton and Le Havre. My destination was Lyon, France, where I was to study at the Université de Lyon with the U. N. C. Year-at-Lyon program. Five exciting days later I arrived in Lyon, situated midway between Paris and Marseilles, in time for a six weeks' introductory course offered to foreign students before the university courses regularly began at the first of November.

Our U. N. C. group was composed of thirty-three students from such colleges as the University of North Carolina, St. Mary's, Emory, Georgetown, and the College of Charleston. We studied with other foreign students (Germans, Italians, Spanish, English, Austrian, Vietnamese, etc.) such basic courses as French gram-

mar, literature, history, geography, and art. We also elected three courses to be taken with French students in the regular university classes. My three courses were the early twentieth century French novel, contemporary French literature, and a course which involved a detailed study of *The Education of Henry Adams*. This schedule of classes was very good in that it gave us a chance to become more proficient in basic courses, become acquainted with both French students and other foreign students, and learn about the French university system. Our French university courses met once a week and the other basic courses for foreign students met three times a week.

We were forced to learn very quickly the necessity of picking up the sense of a lecture rather than trying to understand each word. We had fairly close relationships



Skiing offered respite from French studies. . . .



. . . As did finding a bench in front of the apartment.

# The Rhone

By PAT STRINGER '68

with our professors in the special classes for foreign students, with much discussion in the classes. The regular French university classes, however, were different. This system is set up as a series of lectures terminated by one exam at the end of the year. The professor never takes roll, and the only thing required for completion of the course is a passing grade on this exam. Most of the time there was no direct professor-student interchange. The students are there to learn what the professor has to teach, and not to get to know the professor as a person. This was one of the most striking differences I noticed between our system here at Agnes Scott and the French University system, and it was a little difficult to adjust to at first.

Our U. N. C. group did, however, have one regular assignment to be done each week, a composition on

various subjects in French literature, to be handed in to a tutor hired by U. N. C. We found that these weekly sessions with the tutor, a professor in the French equivalent of the high school, helped us a great deal with basic composition, as well as giving us still another means of meeting the French people.

The academic year ended in June with exams. We first took a written exam on the material we had studied, then if we received passing grades, we took oral exams given by the professors. This was an experience in itself, because one rarely takes oral exams in the United States. It seems, however, to be a very appropriate method because it tests not only one's knowledge of the subject, but also one's ability to express this knowledge in French. After the exams, our U. N. C. group scattered, some returning directly to the United

*(Continued on page 10)*



# Apartment Over the Rhone

(Continued)

States, and others of us traveling around Europe during the summer.

At first, however, the studies were not our main challenges. Twenty-six of the thirty-three students in our U. N. C. group were living with French families, so we all had new customs with which to become acquainted. Many of us had thought of the Junior Year Abroad as being exactly like exchange programs in the United States, an assumption which is definitely not true. Exchange programs are aimed mainly at high-school students who are taken into families. American college and university students, in contrast, merely live with the families in Europe, as a rule rarely taking part in the actual family life as we understand it in the United States. Most of the foreign students in Lyon merely rented rooms from the French families—they were boarders.

At first this came as a shock to us, but it also made it very easy to understand why so many Europeans consider Americans the friendliest people in the world. The main adjustment for the American student to make is to understand that French families are not being impolite; that is just the way the boarding system works. The fact that the students are not "babied" meant that we had to be rather resourceful in trying to seek out and get to know the French, rather than just depending on the family to introduce us to their friends and show us their country.

I had a very happy experience with my "family," and I feel that it was also a very unique experience. Most of the other students in our group lived with families, though a few rented rooms from widows, and a few lived in the university dormitories. My own room was in a huge apartment with fourteen rooms which overlooked the Rhône River. The apartment is the city home of a family of five, the Florennes: a boy, fourteen; a girl, nineteen; their parents; and an ancient grandmother. The parents are authors; Mme. Florenne is working on her second book, and M. Florenne is a literary critic for *Le Monde*.

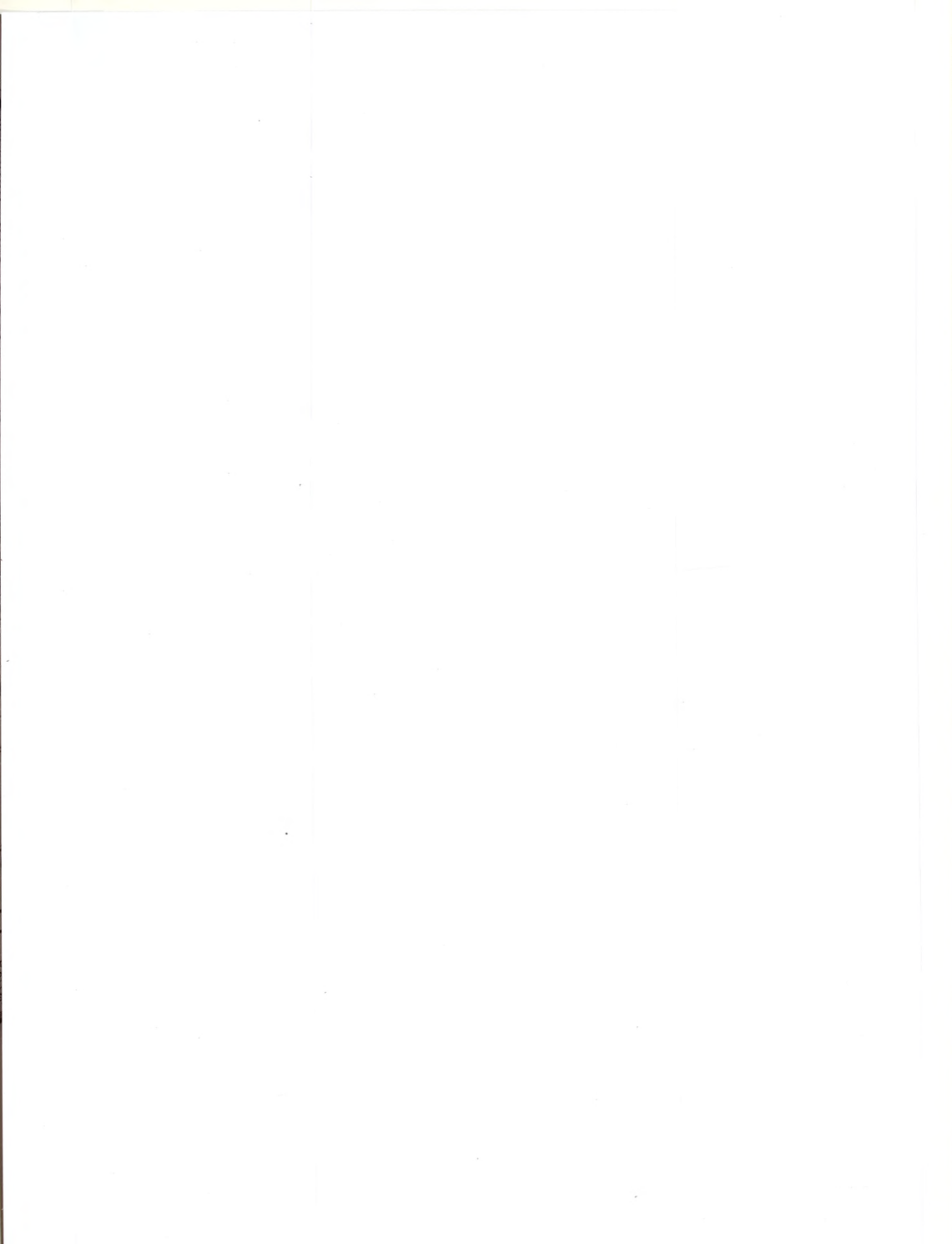
In comparing experiences with the other American students in my group, I found that my "family" was very lenient with regard to privileges they gave me. I was given complete freedom in the whole apartment, kitchen privileges, and was allowed to have guests at any time. I was even allowed to take a bath whenever I chose! This was very unusual, I learned later, because many French families consider it a waste of water and electricity to take more than one bath a week. Most of the other students were limited to one bath a week, and some of the boys even had to go to the public baths, because their "families" did not have bathtubs!

An American student learns much while living with a French family. We U. N. C. students observed that the families with whom we lived were very close-knit

groups. Their closest associations are formed within the immediate family and branches of these families. I very rarely saw just "friends" come to visit my family. The French are not quite so neighborly as Americans tend to be, especially southerners. Toward the middle of the year, my "family" seemed to become more of a family to me, and the apartment became my home, but this involved the gradual changing of some of my ideas. When I came to realize that they were being friendly in their own way, things changed rapidly. It was in December that I was really touched for the first time by their hospitality. The occasion was the annual December 8th celebration, for which all the Lyonnais put candles in their windows, decorate the streets and stores, and begin Christmas festivities. When I returned to my room that night, I found that my family had decorated it, had laid a fire in the fireplace, and had put tiny candles in the windows. The atmosphere was so friendly and cheerful that I felt as though I was a real member of the family.

One day in September as I was walking down the quai from my apartment to the University, I stopped to ask a French girl for directions, and discovered that this had been a very lucky encounter. Several days afterwards she invited me to her home, and as a result, I made one of the best friends I had in France. Her family asked me to dinner frequently, included me in jaunts to the country, and generally made me feel at home with them. We went to plays, movies, parties, and the theatre; throughout the year I felt that our friendship was very special, and added much to my stay in Lyon.

I feel that this "social" aspect of the Junior Year Abroad is very important. The Junior Year Abroad can be very broadening, enlightening experience, especially for Americans who are relatively unfamiliar with Europeans and the European way of life. Suddenly, when the American student is placed in unfamiliar surroundings, he finds himself proving or disproving clichés he has heard for years; he has the chance to form his own opinions and evaluations of a foreign way of life, especially of the European educational system. Opportunities for travel and for meeting many different kinds of people are great. Because our world is rapidly becoming smaller due to advances in communication and transportation systems, I feel that these opportunities to learn about others should not go to waste. Americans, who today control so much wealth and power in the world, cannot afford to be isolated from the rest of the world. To be able to understand other peoples, in even a small way, is indispensable in today's world. The Junior Year Abroad offers this opportunity to learn about others, and this is why I feel that it is so valuable for American college students. Although it is in many ways an adventure for American students, it can also be a great responsibility and one which I feel more college students should take. Everything we learned there is valuable; my experiences in Europe and the friends I made there will never be forgotten.



## DEATHS

### Institute

Arlene Almand Foster (Mrs. E. G.), March 10, 1968.  
 Lila Arnold Morris (Mrs. W. L.), February 13, 1968.  
 Myrtis Buchanan Risse (Mrs. F. A.), date unknown.  
 Mattie Loyd Kimbrough (Mrs. J. O.), 1965.  
 Evelyn Tate Morton (Mrs. I. Powell), December, 1967.  
 Nell Taylor Boggs (Mrs. W. Kyle), sister of Amanda Taylor, Academy, date unknown.  
 Wayne Thornton White (Mrs. Hal Hugh), December 26, 1967.  
 Audrey Turner Bennett (Mrs. M. C.), February 4, 1968.

### Academy

Kate Jones Boller (Mrs. Carl), date unknown.  
 Winnie Perry Romberger (Mrs. E. W.), date unknown.  
 Emma Wood Matthews (Mrs. Henry), date unknown.

### 1908

Mary Dillard Nettles (Mrs.), January 24, 1968.

### 1909

Ada Darby Jones (Mrs. DeWitt C.), mother of Elise Jones '31, January 11, 1968.

### 1913

Elizabeth Emma Standifer Taft (Mrs. Arthur L.), date unknown.

### 1915

Katherine Summers Birdsong (Mrs. Henry H.), date unknown.

### 1917

Louise Halliburton Johnson (Mrs. George M.), January 14, 1967.  
 Georgia Riley Knisley (Mrs. R. I.), February 13, 1968.

### 1920

Ruby Carroll Walker (Mrs. Roosevelt P.), date unknown.

### 1921

Marion Bowling Jenkins (Mrs. G. L.), date unknown.  
 Lois Thompson, 1965.

### 1922

Edward M. Claytor, husband of Helen Barton Claytor, January 30, 1968.  
 Joseph G. Mathews, husband of Genie Blue Howard Mathews, February, 1968.  
 Edith Mabry Barnett (Mrs. Edward W.), October 17, 1967.  
 William Jeter Weems, husband of Frances White Weems, February 25, 1968.

### 1923

Harriet Costin, date unknown.

### 1925

Araminta Edwards Pate (Mrs. Ralph C.), January 24, 1968.  
 Mrs. M. H. Keith, mother of Dot Keith Hunter and Margaret Keith '28, January, 1968.

### 1927

Mrs. James H. Strickland, mother of Edith Strickland Jones, January, 1968.

### 1928

Nell Hillhouse Baldwin (Mrs. John C.), sister of Ruth Hillhouse '19, April 20, 1966.  
 Bayliss McShane, March 1, 1968.

### 1929

William Hoyt Pruitt, husband of Lillie Bellingrath Pruitt, father of Caroline Pruitt Hayes '59, March 14, 1968.

### 1932

Mrs. W. B. Hollingsworth, mother of Louise Hollingsworth Jackson, January, 1968.  
 The Rev. Arthur Maness, father of Margaret Maness Nixon, December, 1967.

### 1933

Jack Virgin, husband of Betty Fleming Virgin, September, 1967.

Mrs. F. P. Ivy, mother of Alma Earle Ivy, Claire Ivy Moseley '34, and Mary Ivy Chenault '41, March 2, 1968.

### 1939

Hector M. McNeill, father of Mary Wells McNeill, October 7, 1967.

### 1940

Frances Morgan Williams (Mrs. Earle D.), November 14, 1958.

### 1942

Dr. Gregory W. Bateman, husband of Anne Chambliss Bateman, February 29, 1968.

### 1945

Thomas Alva Mitchell, father of Sue Mitchell, February 19, 1968.

### 1946

Mrs. Sandy Beaver, mother of Lucile Beaver, September 8, 1967.

### 1952

Mr. S. L. Gentry, father of Kathryn Gentry Westbury, March, 1967.

### 1953

Shatteen Taylor Blalock (Mrs. John C.), May, 1967.

### 1954

Emmett Crook, father of Jane Crook Cunningham, January 7, 1968.

### 1956

Thomas N. Colley, husband of Mary McLanahan Colley, April 17, 1968.

### Special—1928

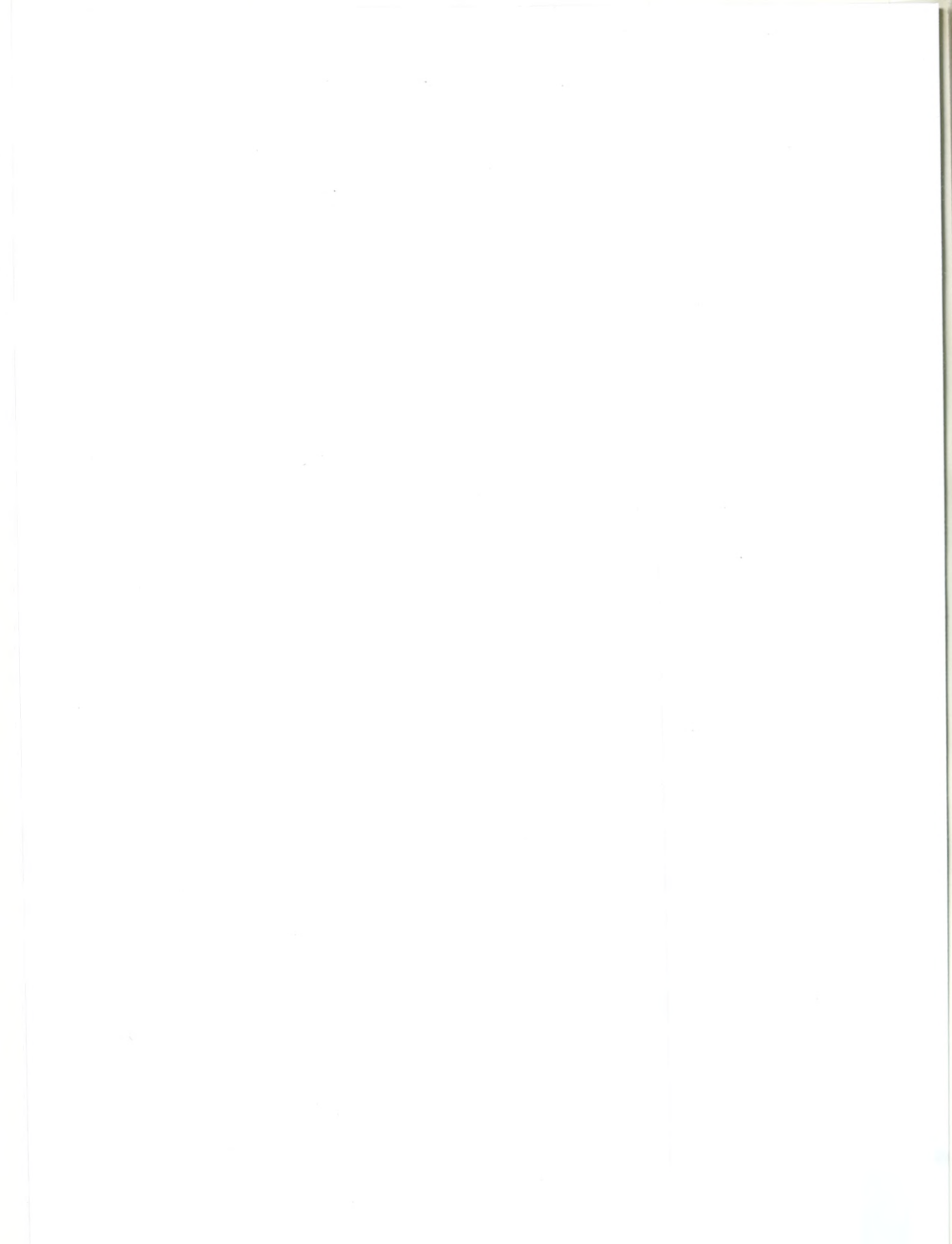
Margaret Thornton Hill (Mrs. James M.), June, 1966.

### Special—1935

Gladys Jones Bell (Mrs. Henry), August, 1963.







### Would You Believe "No Saturday Classes" at Agnes Scott?

WHAT IS SPRING, vintage 1968, at Agnes Scott? Since this campus community continually reflects today's society, spring brings kalidescopic contrasts: hope and frustration, peace and unrest, beginnings and endings.

Hope takes many forms. One is the announcement that there will be, starting with the 1968-69 academic session as an experimental year, a five-day class week. The prospect of no Saturday classes brought delight to students who complain of increasing academic pressures and to faculty members who have long met skimpy classes on Saturdays.

How was this hopeful decision made? In essence, it grew out of frustration, and the way it came about may point to the way future like decisions can come into being. (I do not want to labor this point, and I cannot document it, but I am personally convinced that bringing students into this kind of decision-making is both warranted and healthy in Agnes Scott's life).

It is trite in the face of today's headlines to say that college students want to be involved in policies regarding their education. But it is as true of students on this campus as of those on other campuses. Will you accept the premise that the method of involvement becomes important, and let's go from there?

About eighteen months ago at the request, not demand, of the student-body president, a faculty-student committee was formed to be the channel for discussion and suggested action in academic matters. The committee has co-chairmen this year, Kathryn Glick, chairman of the classics department, and Betty Derrick '68. Other members are C. Benton Kline, Jr., dean of the faculty, Chole Steele, chairman of the French department, W. J. Frierson, chairman of the chemistry department, Jack L. Nelson, associate professor of English, Geraldine Meroney, associate professor of history, and Joy Griffin '68. Mary Chapman '69, Sally Wood '69, Martha Harris '70, Dusty Kenyon '70 and Alice Zollicoffer '68, student-body president.

(In my opinion there are healthy signs about the composition of this committee: two sophomores are included—the "sophomore slump" is still with us, and a dean serves—in current students parlance, deans are often unheeded because they are "members of the Establishment").

The major concern of the committee (and the major underlying frustration causing the concern) was and is a broad area, the amount of academic pressure on students. It would take a report of dissertation length to identify

and analyze the myriad factors contributing to this pressure. A few come to mind quickly: competition for grades, use of time, other pressures from other areas of campus life.

The committee did not waste time quibbling over whether there was an undue amount of academic pressure. To students this was a basic reality, and committee discussions brought it out in the open. Discussions there were, are, and will be—*ad infinitum*.

During Alumnae Weke End the committee held an open meeting for alumnae on April 27. By this time students had learned that faculty and administrative people suffered pressures, too, and committee members felt free to "speak up" with each other on many points.

From the big subject, academic pressure, the committee has been able to extract several areas and offer practical suggestions for improvement. For example last year they requested, through faculty meetings, that a "pass-fail" system be established. A faculty committee studied this, the faculty voted approval, and this year many juniors and seniors have taken courses outside their major fields on which no letter grade was recorded.

The same but more intensive study this year went into the problem of class schedules. A "Five-Day Class Week Committee" of the faculty, with Miriam K. Drucker, professor of psychology as chairman, worked for several months to determine the academic feasibility of such a schedule. They reported a positive recommendation to the faculty on April 19; the faculty voted (62 to 7) approval. The Academic Council then gave assent, as did the Executive Committee of the Board of Trustees.

So, now "no Saturday classes" will be about as legal as anything can get on this campus! Immediate reaction from the Alumnae Association's Executive Board, when this was announced at its May meeting, was to the effect that we were born too soon.

For the future, channels of all kinds are open for free exchange among faculty, students and administration, and this augurs well for the future of Agnes Scott College. Perhaps alumnae will be delighted to hear that for next year there is established a joint "Committee on the Problems"—and its name is, naturally, COP.

Ann Worthy Johnson '38



fully "no Saturday classes next year."





# Agnes Scott

THE ALUMNAE QUARTERLY

SUMMER 1968





**Front Cover:** Dr. Walter B. Posey, professor of history and one of his former students "settle the problems of the world" during a few brief moments at Alumnae Week End.



*Agnes  
Scott*

THE ALUMNAE QUARTERLY VOL. 46 NO. 4

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# To Hell and Back

By EDMUND STEIMLE

C. S. LEWIS tells a delightful and perceptive story of a trip from hell to heaven and back. It's in his book, *The Great Divorce*,<sup>1</sup> and the point is that those who live in the endless gray city called hell can't stand heaven when they are given the opportunity to go up and try it out. All of them—except one—prefer to go back to hell. Well, maybe you and I would prefer it, too. But Jesus tells a story in this familiar parable that does just the opposite; it takes us to hell and back hoping that maybe we won't. It's the story of a rich man—tradition has called him Dives—and Lazarus the beggar. And the point of it is not to give us a literal picture of hell, or heaven for that matter, but rather to open our eyes to what's going on right here and now.

So the story begins in this life with these two characters, Dives and Lazarus. Dives is the rich man clothed in purple and fine linen, who dined sumptuously every day. And our guards go up instinctively. This is no picture of me! What's Jesus getting at here? Moreover, I've yet to meet a wealthy man who would ever admit that he was rich. Well off, perhaps; comfortably situated, possibly; but never "rich." Well, would you believe this rich man is the man you'd like to be, perhaps? No? Or maybe his wife? Still no?

Well, don't be so hard on him just because Jesus calls him rich. Because actually he's not nearly so bad as you think and besides, he's the man advertisers are quite sure you really would like to be or the man you'd

like to marry. And the ad men, for all their clichés and obvious pitches, are rarely wrong!

For he's the man with a good investment counsellor, his wallet bulges with credit cards, and he knows better than to keep his nest egg in that fat and foolish egg chained to his leg. His purple and fine linen obviously mean that his clothes come from Brooks Brothers—at least! For he is obviously a man of taste; his button-down collars bulge neither too little or too much, and he knows enough not to wear a tie-clip to keep his regimental stripe in place. A man of refinement and of distinction, for his sumptuous feasting indicates that he has a discerning palate. He knows the difference between Beebeater gin and just plain Gordon's or Gilbey's. And the food is really "decent" food, you know, with all the proper wine sauces, condiments, spices, and brandies. Perhaps like many a man of taste and distinction today Dives, himself, could serve up a gourmet dish which would tempt the gods. Anyway, Jesus intends this to be a picture of living, man, real living.

Nor, for all his wealth and taste, is he an uncharitable man. Lazarus would hardly have picked the spot at Dives' gate for his pitch if Dives were known to be skimpy and stingy with the poor. One scholar suggests that he may well have given the money for putting up the synagogue in town. Quite possibly he was on the committee that backed the local poverty program. At least he sent off checks to his favorite charities and

(Continued on next page)

<sup>1</sup>C. S. Lewis, *The Great Divorce* (N.Y.: The MacMillan Co., 1946)

(Continued)

was as concerned as any decent man of means is about the social problems in his community so long as they don't invade his privacy. No doubt the rooms in his mansion were decorated not only with good art, a Cezanne and a Picasso, perhaps, but also with framed testimonials for his good citizenship and philanthropy. In sum, in addition to his obvious culture, he is as good as most and better than some who have it made in the affluent society.

### Not even "a mumbling word"

Now in stark contrast to Dives is the beggar Lazarus. Jesus is usually more subtle in drawing the characters in his parable-stories, but not here. Except in the irony of his name—for this is the only character in all of Jesus' parables that he takes the trouble to name—for he calls him "Lazarus" which means, "God helps." And the irony, of course, is what possible good that does for Lazarus, this picture of utter and complete human misery and helplessness. Lazarus doesn't have a dime, of course. Someone plops his ulcerated body down in front of Dives' gate each morning—a revolting sight, right out there in public and all—and to make revolting matters worse, flea-bitten dogs, symbol of the unclean in those days, muzzle him and lick his sores. No, Jesus is hardly subtle here, with the delicate taste and culture of Dives and this revolting spectacle of human misery lying at his gate.

Moreover, Lazarus conducts himself like all romantics think the miserable poor should always conduct themselves. Lazarus never says a word, not even "a mumblin' word." He suffers in silence as all poor sufferers should. This is what makes some of us so impatient with the poor and unlovely in America today. They're so noisy about it! From Saul Alinsky to Stokely Carmichael and H. Rap Brown. Pushing, protesting, picketing, singing, shouting, demanding, threatening, rioting. And the result, too often for our taste, is ugly violence. They really ought to be better behaved, isn't it so? Why can't they act like poor old Lazarus who never says "a mumblin' word"? He suffers in decent silence like any self-respecting miserable human being should. He demands nothing. All he does, according to the record, is to "desire"—to "desire to be fed with what fell from the rich man's table." His quite proper desire was for garbage, the hunks of bread which were used as napkins to wipe greasy fingers and then thrown under the table. It also reminds you of those crepe-hangers who keep telling us Americans that what's



Dr. Steimle, Union Theological Seminary, New York was Religious Emphasis Speaker for the third time last January.

thrown away of our steaks and rib roasts and pork chops by any single family could feed hundreds of half-starved people in India. Well, Lazarus' desire was only for the left-over garbage. Lazarus knew his "place," all right, suffering, mute and with a desire only for garbage. Admirable Lazarus! Unlike the poor and dispossessed today! Lazarus simply faded into the landscape, an ever-present unpleasantness which, no doubt, like flies, we will always have with us.

### "A great gulf fixed"

At this point, of course, the story takes its dramatic turn. Both men die: Dives with a funeral fitting for a man of discernment and distinction; Lazarus in some Potter's field. Then comes the great reversal in their fortunes: Lazarus in bliss; Dives in torment. We can understand Lazarus and his bliss. Heaven knows, he'd earned it. But Dives? Why should this man—no worse than most and better than some—land in hell? What has happened to forgiveness here and the universal salvation for all men we sometimes think is implicit in God if he is a loving Father? God wouldn't actually damn anybody to hell, would he? And especially a man as decent and cultured as Dives?

But there is a "great gulf fixed" between them. Lazarus still says nothing. Dives is now the one who shouts and cajoles and pleads and demands. But his desires have dwindled now. All he wants is a drop of

water for his tongue which had become so accustomed to wine sauce, condiments, spices, and brandies. But even that drop of compassionate water is denied him. "There is a great gulf fixed" and even compassion cannot cross over. No doubt good old Lazarus, admirable, humble Lazarus, would have been more than willing to repay the garbage with a drop of cold water. But it is not possible.

### One human family

What Jesus is doing, of course, in this trip to hell and back is not to lay down a theology of the after life or to discuss the question whether universal salvation is a possibility or not; that's not his point. The point is to show us by these stark contrasts what's really going on in life here. The great gulf fixed is one of our own digging here and now. And as we dig it and defend it and rationalize it and justify it—even from the Bible at times for is it not written that "the poor you have with you always"—we are in fact destroying one of the fundamental facts of creation. For from the very beginning we are created to become involved, to live in relationship to each other in a community of mutual concern—one human family. We are created to be dependent upon one another or, as Robert Frost says somewhere, "love and need are one."

Jesus, apparently, thinks it necessary to take us to hell and back to see what a hell we can make of life here and now, a hell that is inexorable, "eternal" in the sense of being ultimate—so long as we deny our basic humanity by failing to identify with the brother in need whether he be the fink in your class, a drunk in the gutter, a drug addict hooked on heroin, a teenage hoodlum in trouble with the law, a half-starved child in India, a homeless family in Viet Nam, or whether he simply wears a different skin, prefers a different creed or different God or a different way of ordering society—like communism for example.

According to this grim story, "no man is an island," to coin a phrase—no matter how lush his island, how suburban, how secure he has made it from the threats of others, no matter that he has secured it honestly and by the sweat of his brow, no matter how you may camouflage your island by sending checks to charity or by building churches and praying in them for "others less fortunate than we." You and I are involved by our very creation as human beings in the lives of those in need of what we may have to give, and "those in need" is not an abstraction. It's the man at the gate of your island—in particular. And you know—and you know you know—who he is. He's the man or woman in your community or elsewhere,

whether Negro or white, Jew or Gentile, who is denied or ignored because you say you are not involved in his difficulties or problems. And no longer is he going to be patient or mute like good old Lazarus waiting for garbage from our well-stocked tables.

I wonder sometimes if it is not God in his wrath in this world stirring up the mute descendants of Lazarus in our day to cry out for justice—not love, you understand, just simple justice. A voice like James Baldwin's, for example, when he writes, "There is no reason that black men should be expected to be more forbearing, more far-seeing than whites; indeed, quite the contrary. The real reason that non-violence is considered to be a virtue in Negroes . . . is that white men do not want their lives, their self-image, or their property threatened. One wishes they would say so more often."<sup>2</sup> Maybe it's God in his wrath stirring up the riots at home—another long hot summer coming up!—as well as the revolutions overseas. Maybe after two thousand years, he's lost patience at last and since this story which takes us to hell and back apparently hasn't been enough, he's resorting to these drastic measures so that we can actually see with sharp and unpleasant clarity the "great gulf fixed" which we have dug—and continue to dig.

For would we be convinced if one came back from the dead as Dives thought? One *has* come back from the dead, you know; we worship him here and in a thousand churches every Sunday. And still . . . Would you really believe if one were to come back from the dead?

### "to hell and back by way of a cross"

For, you see, you and I are neither Dives—for no one of us is that rich; nor Lazarus—for no one of us is that miserable—or mute—or admirable. No. You and I are the five brothers Dives was so concerned about, the spectators, who, like Dives, might think that we had been horribly tricked if we landed in torment . . . or, and this is more to the point, if we really saw the torment for what it is here and now as our own doing—or our lack of doing.

It's no trick, as Dives thought. We do have Moses and the prophets. We do have one who has been to hell and back by way of a cross. And would you believe any one of them? Even our Lord Christ? That this is the way things really are with us?

But perhaps all this is a bit much with the sun coming out for the first time in three days and winter dance weekend coming up. Isn't it so?

<sup>2</sup>James Baldwin, *The Fire Next Time*



# Alumnae Association President

IN JANUARY of this year you heard over national TV and radio one retiring President's "State of the Nation" Address. In May of this year I bring you another retiring President's "State of the Association" Address.

Nationally, President Johnson has his Great Society, and among the Alumnae we have our own Great Society, which we feel has been a tad more successful than his. Where he has his Cabinet, we have our Alumnae Executive Board whose members are elected to serve for a two year term, half the group being chosen each year. The job of the Board Member is two-fold: she first of all represents the College in the Community, and secondly she does her specific task as an officer or committee chairman. We feel our Cabinet has done exceptionally well in both areas, as the results in our Alumnae Society show.

Nationally, the Poverty Program has been an active arm of the Great Society. Among the Alumnae our annual-giving program each year is an effort to erase poverty in all areas of the College life. Results this year surpass all former years!

Nationally, Vista seeks to bring enlightenment to those in need of education throughout our land. Among the Alumnae, our Continuing Education Committee is the Vista which has brought help to graduates wishing to enrich their intellectual life. Through the joint efforts of this Committee and the Faculty Committee on Alumnae Affairs, evening classes have been offered in the fall and winter quarters and a symposium at each Alumnae Day. The classes this academic year were "The Theology of Paul Tillich"



Dr. Alston welcomes Elizabeth Blackshear Flinn '38, immediate past president of the Alumnae Association and Jane Meadows Oliver '47, incoming president.

# Flinn Reports to ASC Trustees

taught by Dean Ben Kline and "Economic Theory and Policy and Investment information" taught by Dr. Renate Thimester in the fall quarter; and "Current Developmental Theories in Psychology" taught by Dr. Miriam Drucker, "Religion in the Old South" taught by Dr. Walter Posey in the winter quarter. The Alumnae Day Symposium was an open meeting of the Faculty-Student Committee on Academic Matters speaking to the question, "What Kind of Education do Today's Students Demand?"

Nationally, the Peace Corps aims to bring understanding to people in different worlds. Among Alumnae, our Sponsor Program is our Peace Corps seeking to bring understanding between the world of the student and our adult world. This is intended to be a burden to no one but a simple show of concern on the part of Alumnae for the Freshman Class. It is an effort to establish a happy social relationship and bridge the generation gap. Evaluation surveys show this is a valuable program to students and Alumnae.

Nationally, Better Housing programs are at work and with the Alumnae, a better housing program is planned for their house. Since 1951, when the Tea Room was closed, the Alumnae Office has been housed in that one large room which provides little privacy and great confusion for all who work there. In the summer, thanks to the College, the old Tea Room and kitchen area will be rebuilt into offices providing both privacy and quiet for the Staff. One outmoded guest room, known as the 1917 Room (or the Tulip Room because of its floral wall paper), will be redone along with the Victorian plumbing.

Nationally, the Health, Education, and Welfare Department seeks to make these blessings available to everyone in America. Our Club Chairman has the same desire for all Agnes Scott alumnae, and through local and distant clubs and their fine programs has brought mental health, modern education, and social welfare to them. The College professors and administrators were generous with their time, speaking locally at meetings of the Atlanta Club, Decatur Club, Marietta Club, Young Atlanta Club, and throughout the country on Founder's Day. The current Club Chairman is revising the Club Manual for the first time since 1948 and helping new clubs get started in Houston, Texas, Augusta, Ga., and Wilmington, Delaware.

Nationally, there are thousands of Government Publications which inform American citizens about every thing from "How to Raise Hamsters" to "Housing for the Senior Citizen." The Alumnae have their publication too. It is the *Quarterly* which goes to all Alumnae, graduates and non-graduates, and informs them about everything from the birth of babies to achievements of Agnes Scott graduates to the writings of Tillich and Sartre. Its circulation numbers over 9,000.

Nationally, to make the Great Society go, there is the work of Civil Service. To make the Agnes Scott Alumnae Society go, there are also Civil Servants: the Director of Alumnae Affairs, Miss Ann Worthy Johnson '38, and her Associate Director, Mrs. E. Banks Pendleton '40. These wonderful ladies are just that, as well as Jacks of all Trades and are the very heart of alumnae activity. There have been two fine Assistants, Mrs.

H. S. Johnson, Jr. '41 and Mrs. K. W. Gilchrist '60 who have handled the details of the Annual Giving Fund as well as the office routines. These latter two have resigned and there is great need to fill these vacancies as soon as possible. Mrs. Margaret D. Cobb '22 is the House Manager who handles the details of hosting visitors. The College Administration makes the services of this capable staff possible and the Alumnae are grateful.

Nationally, it is campaign time, and everybody is campaigning for or against the Great Society. It is campaign time for Alumnae, too, and the push is on to get the Class of 1968 to join our ranks and become active participants in Alumnae Affairs and active givers to the Annual Fund. The afternoon of Graduation rehearsal, the Board of the Alumnae Association gave last year and will give this year a tea for the Seniors, secured from them information needed for alumnae files and, hopefully, started them on a lifetime of support for the Agnes Scott Party.

Nationally, the Great Society has not been without its slogans. There's "All the Way with LBJ," and "Hubert H. for '68." Similarly for the past two years in our Alumnae Society it has been, "In With Flinn," and "Everyday with AWJ." We sincerely hope we have moved forward in accomplishment for the College and as we pass the leadership to other hands, in the spirit of this election year, may we say, "Give All You've Got to Agnes Scott." ▲

—Elizabeth Blackshear Flinn '38  
President



50th Reunioners gather at the Alumnae Luncheon.

## Class of '18 Celebrates Their 50th

by ANNA LEIGH MCCORKLE

OF THE THIRTY-TWO graduates of the class of 1918, ten were present for the fiftieth reunion. We had to look hard to find the person we had known, but after a second or so the old face came back and old friendships were renewed.

At the luncheon given by the college, Dr. Alston recognized each member and presented her with a gold pendant to wear on the "grandmother bracelet." Our memories were jogged by having a recountal of our class exploits such as initiating the black cat. Dr. Alston announced that this class had given over five thousand dollars to the Alumnae Fund for this year.

In the afternoon Dr. and Mrs. Alston gave a tea for the group and again we became acquainted with the people we have become. How proud Dr. Gaines, Miss Hopkins and Dr. McCain, our teacher, not our president, would be of everyone. Each has truly developed as Agnes Scott ideals would have us do.

Our class president through all these years gave a

dinner for us that night in Atlanta—and we didn't have to take the street car to get there! Ten of us went and the highlight of that meeting was to hear each one present tell of her life during the past fifty years. You should hear of the school for drop-outs that Hallie Alexander Turner has! Edith Hightower Tatom had come all the way from California, and she told of her life as the wife of an army officer.

We paused to remember those who are no longer with us: Belle Cooper, Elizabeth Denman Hammond, Lois Grier Moore, Virginia Lancaster McGowan, Caroline Randolph and Myra Scott Eastman.

Three have attained Phi Beta Kappa fame: Nancy Jones, Katherine Seay and Belle Cooper.

Those attending were: Ruth Anderson O'Neal, president, Martha Comer, Carolyn Larendon, Margaret Leyburn Foster, Anna Leigh McCorkle, Edith Hightower Tatom, Eva Mae Willingham Park, Hallie Alexander Turner, Ruby Lee Estes Ware and Rose Harwood Taylor.





## DEATHS

### Faculty

Maude Morrow Brown (Mrs. Calvin S.), formerly in the classics department, May 3, 1968.

### Institute

Grace E. Bate, May 20, 1968.

Charlotte Kefauver Johns (Mrs. J. C.), July 10, 1965.

Nanetta Schuler Bell (Mrs. Thornton Fletcher), sister of Florence Shuler Cathey, February 29, 1968.

Mattie Wright Goodwin (Mrs. Roy), December 1964.

### Academy

Ruth Duncan Frary, May 13, 1968.

### 1907

Jeannette Shapard, May 22, 1968.

### 1914

Margaret Baumgardner, April, 1968.

### 1915

Maude V. Gary, date unknown.

### 1917

A. L. Davis, husband of Elizabeth Gammon Davis (deceased) and father of Billie Davis Nelson '42, May 12, 1968.

### 1918

Mrs. J. W. Hightower, mother of Edith Hightower Tatom, June 1967.

### 1919

Gordon Bell Hanson, husband of Goldie Suttle Ham Hanson, father of Anne Hanson Merklein '55 and Elizabeth Hanson McLean '58, April 8, 1968 at sea.

### 1921

Mrs. H. P. Park, mother of Adelaide Park Webster, date unknown.

### 1922

Grat M. Bowen, Sr., husband of Harriet C. Scott Bowen, Oct. 27, 1967 and Mrs. W. A. Scott, mother of Harriet C. Scott Bowen, Dec. 31, 1967.

### 1924

Priscilla Porter Richards (Mrs. R. V.), February 11, 1968.  
Walter McDowell Rogers, husband of Rebecca Bivings Rogers, December, 1967.

### 1925

Mrs. James Steven Brown, mother of Mary Brown Campbell, March 31, 1968.  
James H. Burns, husband of Montie Sewell Burns, January, 1968.

### 1926

Mrs. Fortune Chisholm Ferrell, mother of Dora Ferrell Gentry and Alice Ferrell Davis '28, June 25, 1968.

### 1928

Frank E. Veltre, husband of Betty Fuller Veltre, Jan. 6, 1968.  
Eloise Slocumb McDavid, May, 1966.

### 1930

Mrs. James Paul Crawford, mother of Katherine Crawford Adams, Dec. 29, 1962 and Mr. James Paul Crawford, father of Katherine Crawford Adams, Nov. 1, 1965.  
Dr. Henry Sweets, Jr., husband of Elizabeth Keith Sweets and brother of Douschka Sweets Ackerman '33, April 11, 1968.

### 1931

Melton A. Goodstein, husband of Carolyn Heyman Goodstein, June 1968.

### 1932

Elizabeth Willingham Crump (Mrs. James T. E.), March 25, 1968.

### 1933

Edward Jones, father of Polly Jones Jackson and Molly Jones Monroe '37, April 16, 1968.  
Mrs. John P. Lynch, mother of Elizabeth K. Lynch, February 16, 1968.

### 1935

Mae Duls Starrett, sister of Louise Duls '26, March 17, 1968.

### 1939

Mrs. Leo F. Lichten, mother of Helen Lichten Solomonson and grandmother of Nancy Solomonson Portnoy '65, September 2, 1967.

### 1940

Mrs. W. J. Deas, mother of Eleanor Deas Chiles, May, 1968.  
Lutie Tylor Moore Cotter, mother of Martha Cotter '70, June 14, 1968.

### 1942

Clay W. Penick, Jr., husband of Aileen Barron Penick, June 19, 1968.  
Everett Clay Bryant, husband of Mary Davis Bryant, March 22, 1968.  
Charles Haddon Nabers, father of Dorothy Nabers Allen, June 19, 1968.

### 1944

Scott Noble, son of Betty Scott Noble and brother of Betty Noble '71, April 13, 1968 of leukemia.

### 1949

Amanda Duncan, eleven-year-old daughter of Shirley Simmons Duncan, April 29, 1968.

### 1963

R. A. Davis, father of Patricia Davis Poe and Anne Davis '67, June 24, 1967.





The 25th Reunion Class joyfully finds one another on the Quadrangle.

Long-time Decatur friends as well as Agnes Scott associates Dr. Henry Robinson and Julia Pratt Smith Slack '12 meet on Alumnae Day.

# ALUMNAE WEEKEND

## 1968





Registration of over 500 Alumnae was handled by volunteers from the Young Atlanta Club.



Miss Chloe Steel (r), Chairman of the French Department, is happy to greet two of her former students.





Dean Kline meets a 50th Reunioner, Rose Harwood Taylor.

# ALUMNAE WEEKEND

(Continued)



Professor Emeritus George Hayes comes back to see former students.

Time for a few more words before the Dining Hall doors are opened for the Alumnae Luncheon.



## Worthy Notes



# The Long, Hot Summer in Georgia Sizzles On . . .

TWO WORDS, a noun and a verb, characterize this summer for me: "heat" and "move." Not since my early childhood in Atlanta can I recall living in Georgia heat that smothers, enervates and depletes the simplest energies. Contrast is sharpened by air-conditioning: I walk out from an air-conditioned office and the heat attacks me with an almost physical force.

Another, more tragic, kind of heat was part of the summer's experience. In the early morning hours of June 19th fire of undetermined origin gutted the inside of the Murphy Candler Building—the "Hub" (see p. 11). Built originally as a library, the Hub has served for over thirty years as the major student center on the campus. (as one young alumna expressed it: "This is the end of an era. In those ashes lies my childhood innocence—I grew up, suddenly, in The Hub.")

The building was fully covered by insurance and is now being repaired. Rather than have P. J. Rogers, Jr., Business Manager, add this massive responsibility to his already overburdened summer staff and schedule, the College has contracted with an off-campus firm to rebuild The Hub. Let's all keep our fingers crossed in hope that new hub doors will open when college ones do in late September.

It seems to me that if we can be glad about anything regarding the fire, we can rejoice over two circumstances. One is that college was not in session when the fire occurred (and it happened during the night), so no human beings were in danger. The second is that if a building on campus *had* to burn, the Hub was probably the one to be "chosen." It has long been inadequate, and in campus planning the construction of a new Student Activities Building holds a priority place.

Moving all the charred debris from the Hub is a mammoth task in itself. Those of us on the Alumnae Office staff have felt this summer that we faced mammoth moving chores in our own bailiwick. Last summer, '67, an office-supply firm in Atlanta drew a plan to rebuild the Alumnae Office for more efficient work space. This is being accomplished now.

Before I try to help you visualize what an undertaking this is, you should know that in June we physically moved the Alumnae Office next door to the Faculty Club—old Lupton Cottage. For a forced "temporary" situation, the

Faculty Club environment has been most pleasant for me and my staff (The fact that I can't find everything I need isn't the Faculty Club's fault!)

Since 1951 the Alumnae Office has been located on the first floor of the Alumnae House in what many will recall as the "Silhouette Tea Room," a long room broken by shelf-partitions. As demands on the Office grew, so did efforts to meet those demands—like Topsy, without much guidance. The noise level at certain times, for example, has been almost unbearable.

Here, you must imagine the steps in getting out a mailing to all alumnae (a not infrequent occurrence, as you are aware!) The mimeograph starts whirring first. Then the addressing machine groans ominously as the 8,500 envelopes start through it. Meantime, someone is frantically attempting to cut new address stencils on a special typewriter which sounds like machine-gun fire. On two other typewriters are discarded envelopes from the addressing machine—or envelopes needing typed addresses because the machine chewed rather than printed the others. Then the folder-stuffer revs up, folds the letters and smacks them into the envelopes. At last the postage meter starts its cackling, and the soft thud, thud of full mail sacks dragged across the floor lets me know it's almost over, halleluia! (I do not even have a door to close!)

So, the area of the old kitchen and pantry, plus the present office space, is being completely revamped. My office will be in the back of the former kitchen. There is a completely new kitchen built just behind the dining room. All the machines will be in one room. Soundproof ceilings are already installed, with new lighting. Carpeting will cover all the offices and cut noise tremendously. We hope to move into these splendid quarters by mid-September.

My quite special hearty thanks are due Mollie Merrick '57, assistant dean of students, who moved into the alumnae staff for the summer, while Barbara Murlin Pendleton '40, associate director, had major hip surgery.

*Ann Worthy Johnson '38*



Second place winner, 1968 Arts Council Peace Photography Contest, by Sharon Hall '70.



# Agnes Scott

THE ALUMNAE QUARTERLY

FALL 1968





FRONT COVER: Investiture, the formal recognition of senior status, is a cherished event each fall at Agnes Scott. The Class of 1969 is the "last" to be capped officially by Dean Carrie Scandrett '24 who retires in June.



THE ALUMNAE QUARTERLY VOL. 47 NO. 1

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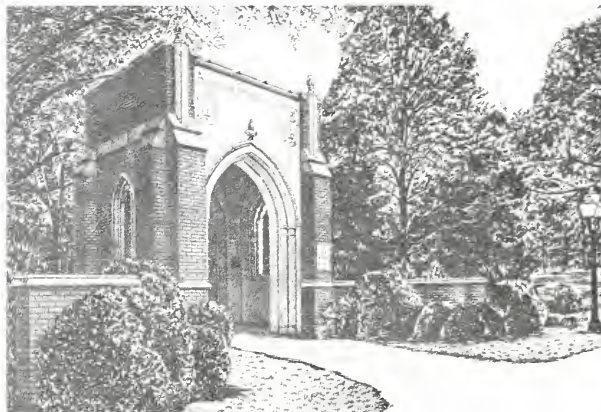
Hal L. Smith  
Chairman of Agnes Scott's  
Board of Trustees

# The Charter of AGNES SCOTT

provides that the College was established for the purpose of

“perpetuating and conducting a college for the higher education of women under auspices distinctly favorable to the maintenance of the faith and practice of the Christian religion, but all departments of the College shall be open alike to students of any religion or sect, and no denominational or sectarian test shall be imposed in the admission of students.”

In selecting faculty and staff, the Board of Trustees, upon the recommendation of the president, shall elect those who can best carry out the objectives as set forth in the Charter, giving consideration to any competent person who is in accord with these purposes.



# The Firm Foundation You Are Building

*A special report on the "best year yet" in alumnae annual giving, The Agnes Scott Fund for 1967-1968*

HOW CAN WE on the campus find adequate words of thanks to you, alumnae scattered literally around the world, for your splendid help in "producing" the 1967-1968 Agnes Scott Fund? Please just know that we are most mindful of and grateful for both the time and money many of you gave. Particularly those who served as Class Fund Chairmen or Class Fund Agents earned special *kudos* for laying a fund-raising foundation which can be built on for years to come.

What is this foundation? It is alumnae organized to ask each other for gifts to Agnes Scott. Such personal involvement means better understanding of Agnes Scott's financial needs. As you share understanding, a cornerstone of the annual-giving program, with classmates, a chain reaction leading eventually to adequate support, is set in motion.

Let's investigate the kinds of brick and mortar which make this foundation. Many of us may dislike the "professional jargon" which creeps into any discussion of fund-raising. But we can put semantics aside and take the great leap to understanding why, then how, the Agnes Scott College Alumnae Association must have a strong, soundly-built alumnae fund-raising organization.

The "why" is set forth clearly and cogently by President Alston in an interview beginning on p. 2 of this magazine. The "how," a new type of organization, is the immediate concern. Bricks in this foundation

equal alumnae, stalwart ones who worked in the 1967-1968 Agnes Scott Fund. A Class Chairman was selected and she, in turn, selected Fund Agents among her classmates; a listing of all these workers will be found on the following pages. It is they who were responsible for the splendid success of what is called the "general solicitation" portion of the annual-giving program.

The mortar cementing the bricks is, of course, the dollars, the money itself. The financial reports on the next pages speak, loudly, for themselves. Many of the dollars were given through what is termed the "Special Gifts" portion of the annual-giving program. In November, 1967, some alumnae were asked to be members of special-gift groups. These groups, also listed on the next pages, are: The Mainliners (\$100 or more); The Quadrangle Quorum (\$250 or more); The Colonnade Club (\$500 or more); and The Tower Circle (\$1000 or more).

Now comes the time to build on the strong foundation. The 1968-1969 Agnes Scott Fund (July 1 - June 30) is already launched. A "fund workshop" for Class Chairmen was held in early November on the campus, to help these key leaders strengthen their volunteer efforts. In November, too, the special-gift solicitation, by letters, was done. Next fall we hope to report on an even more meaningful annual-giving year.



# Annual Giving Program—Report by Classes

*July 1, 1967–June 30, 1968*

Class	Number Contributed	Percentage of Class Contributing	Amount	Class	Number Contributed	Percentage of Class Contributing	Amount
Institute	25	9	\$ 2,075.00	1940	47	29	1,324.58
Academy	13	14	560.00	1941	41	26	1,562.32
1906	1	20	25.00	1942	44	29	2,552.54
1907	4	40	31.00	1943	43	32	1,526.72
1908	4	27	160.00	1944	41	26	1,626.00
1909	12	38	341.00	1945	53	35	1,526.00
1910	9	23	152.00	1946	57	34	2,259.12
1911	9	27	570.00	1947	58	37	1,455.68
1912	6	22	241.00	1948	56	36	1,646.90
1913	14	44	385.00	1949	56	34	2,281.22
1914	14	26	457.78	1950	47	32	5,505.72
1915	12	22	1,876.00	1951	44	27	1,841.00
1916	21	31	635.00	1952	53	33	1,174.30
1917	34	45	2,817.00	1953	51	37	868.50
1918	24	49	4,916.44	1954	39	31	910.32
1919	27	32	1,246.86	1955	51	34	975.50
1920	16	19	988.00	1956	61	37	1,047.00
1921	43	33	2,939.02	1957	70	38	1,588.89
1922	30	29	678.00	1958	72	43	2,288.50
1923	33	22	2,299.14	1959	57	32	787.09
1924	33	24	1,893.20	1960	55	30	1,057.96
1925	37	28	1,198.00	1961	78	41	1,442.60
1926	45	34	1,510.00	1962	67	30	1,381.89
1927	44	28	2,440.00	1963	58	28	952.50
1928	44	32	1,946.00	1964	30	14	439.02
1929	60	37	15,247.50	1965	41	20	894.75
1930	50	37	1,219.00	1966	46	21	759.70
1931	42	39	5,298.13	1967	42	22	538.10
1932	40	33	3,104.37	1968	9	11	50.50
1933	48	36	2,210.50	1969	16	20	117.00
1934	39	41	3,285.00	1970	8	30	40.00
1935	38	31	3,870.00	1971	21		114.00
1936	50	35	2,076.50	Special	7		120.00
1937	41	33	1,443.00				
1938	44	31	1,365.27				
1939	39	27	1,561.00	TOTAL	2,564		\$115,716.63



# 1967-1968 Agnes Scott

## General Chairman:

Sarah Frances McDonald '36

## Special Gifts Chairman:

Betty Lou Houck Smith '35

## Honor Guard Chairman:

Mary Wallace Kirk '11

## 1909

Margaret McCallie, Chrm.

## Agents:

Adalene Dorich Griggs

Mattie Newton Traylor

Lutie Pope Head

Jean Powell McCroskey

## 1911

Mary Wallace Kirk, Chrm.

## Agents:

Adelaide Cunningham

Charlotte Reynolds Gavin

Mary Robinson Myrick

Therodasia Willingham Anderson

## 1913

Janie McGaughey, Chrm.

## Agents:

Kate Clark

Mary Enzor Bynum

Emma Pope Moss Dieckmann

## 1914

Annie Tait Jenkins, Chrm.

## Agents:

Bertha Adams

Kathleen Kennedy

## 1916

Mary Bryan Wien, Chrm.

## Agents:

Laura Cooper Christopher

Evelyn Goode Brock

Jane Rogers Allen

## 1917

Mary Spotswood Payne, Chrm.

## Agents:

Gjertrud Amundsen Siqueland

Louise Ash

Mildred Hall Pearce

Anne Kyle McLaughlin

Claude Martin Lee

Janet Newton

Regina Park Pinkston

## 1918

Hallie Alexander Turner, Chrm.

## Agents:

Ruby Lee Estes Ware

Caroline Larendon

Anna L. McCorkle

EvaMarie Willingham Park

## 1919

Goldie Ham Hanson, Chrm.

## Agents:

Blanche Copeland Jones

Alice Norman Pate

Mary Katherine Parks Mason

Elizabeth Pruden Fagan

Margaret Rowe Jones

Lulu Smith Westcott

## 1920

## Agents:

Elouise Buston Sluss

Virginia McLaughlin

## 1921

Sarah Fulton, Chrm.

## Agents:

Margaret Bell Hanna

Myrtle Blackmon

Thelma Brown Aiken

Eleanor Carpenter

Lois Compton Jennings

Marguerite Cousins Holley

Elizabeth Flooding Morgan

Mary Olive Gunn Summers

Helen Hall Hopkins

Anna Marie Landress Cate

Sarah McCurdy Evans

Margaret Wade

## 1922

Alice Whipple Lyons, Chrm.

## Agents:

Elizabeth A. Brown

Eleanor Buchanan Starcher

Gama Burgess Clarkson

Elythe Davis Croley

Louise Dean Major

Ruth Hall Bryant

Ruth Pirkle Berkeley

Dinah Roberts Parramore

Harriett Scott Bowen

Ruth Elizabeth Virden

## 1923

## Agents:

Helen Law Mull

Lucie Howard Carter

Elouise Knight Jones

Jane Knight Lowe

Lucile Little Morgan

Beth McClure McGeachy

Martha McIntosh Nall

Rosalie Robinson Santford

Mary White Caldwell

## 1924

## Agents:

Evelyn Byrd Hoge

Helen Lane Comfort Sanders

Frances Gilliland Stukes

Victoria Howe Kerr

Corrine Jackson Wilkerson

Nonie Peck Booth

Cora Richardson

## 1925

Mary Ben Wright Erwin, Chrm.

## Agents:

Bryte Daniel Reynolds

Josephine Douglass Smith

Isabel Ferguson Hargadine

Lucille Gause Frvcell

Martha Lin Manly Hogshead

Mary Stuart Sims McCamy

Charlotte Smith

Sarah Tate Tumlum

Eugenia Thompson Akin

Christine Turner Hand

## 1926

Allene Ramage Fitzgerald, Chrm.

## Agents:

Ellen Fain Bowen

Margaret Bull

Louisa Duls

Mary Freeman Curtis

Eleanor Gresham Steiner

Mary Ella Hammond McDowell

Blanche Hadam Hollingsworth

Elizabeth Lilly Meriwether

Nellie Richardson

Susan Shadburn Watkins

Rosalie Wooten Deck

## 1927

Louise Lovejoy Jackson, Chrm.

## Agents:

Lillian Clement Adams

Mildred Cowan Wright

Katherine Houston Shield

Isa Jacobson Morris

Elizabeth Lilly Swadenberg

Elizabeth Lynn

Margie Wakefield

## 1928

Mary Sayward Rogers, Chrm.

## Agents:

Sally Abernathy

Virginia Carrier

Patricia Collins Andretta

Nancy Crowther Ott

Hattie Gershow Hirsch

Irene Lawrence Wright

Jane McCoy Gardner

Julia Napier North (deceased)

Virginia Norris

Evangeline Papageorge

Margaret Rice

Elizabeth Roark Ellington

Ruth Thomas Stemmons

## 1929

Dorothy Cheek Callaway, Chrm.

## Agents:

Lucille Bridgman Leitch

Hazel Brown Ricks

Bettina Bush Jackson

Ethel Freeland Darden

Betty Gash

Elise Gibson

Marion Hodges Anthony

Hazel Hood

Charlotte Hunter

Elaine Jacobsen Lewis

Geraldine LeMay

Edith McGranahan Smith T

Esther Nisbet Anderson

Josephine Pou Varner

Helen Ridley Hartley

Mary Warren Read

Violet Weeks Miller

## 1930

Jo Smith Webb, Chrm.

## Agents:

Katherine Crawford Adams

June Maloney Officer

Emily Moore Couch

Lynn Moore Hardy

Carolyn Nash Hathaway

Margaret Ogden Stewart

Sallie Peake

Martha Stackhouse Grafton

Belle Ward Stowe Abernathy

Mary Louise Thames Carledge

Harriett Williams

Raemond Wilson Craig

## 1931

Julia Thompson Smith Chrm.

## Agents:

Ruth Etheredge Gritin

Marion Fielder Martin

Dorothy Grubb Rivers

Katherine Morrow Norem

Ruth Pringle Pipkin

Katherine Purdie

Jeannette Shaw Harp

Elizabeth Simpson Wilson

Martha Sprinkle Ratterty

Cornelia Taylor Stubbs

Louise Ware Venable

Margaret Weeks

Ellene Winn

Elizabeth Woolfolk Maye

## 1932

LaMyra Kane Swanson, Chrm.

# t Fund Organization

## Agents:

Virginia Allen Woods  
Penny Brown Barnett  
Louise Cawthon  
Mary Dunbar Weidner  
Diana Dyer Wilson  
Grace Fischer Trimble  
Louise Hollingsworth Jackson  
Jane Shelby Clay  
Olivia Weeks Collins

## 1933

Page Ackerman, Chrm.  
Agents:  
Willie Beckham Lawrence  
Nell Brown Davenport  
Porter Cowles Pickell  
Ora Craig Stuckey  
Lucille Heath McDonald  
Margaret Loran  
Gail Nelson Blain  
Tish Rockmore Lange  
Mary Sturtevant Bean  
Katherine Woltz Farinholt

## 1934

Mary McDonald Sledd, Chrm.  
Agents:  
Lucy Goss Herbert  
Kathryn Maness Nelson  
Margaret Massey Simpson  
Ruth Moore Randolph  
Rossie Ritchie Johnston  
Carolyn Russell Nelson  
Louise Schuessler  
Mahel Talmage  
Pauline Woods  
Johnnie May York Rumble

## 1935

Mary Green Wohlford, Chrm.  
Agents:  
Vella Behm Cowan  
Marian Calhoun Murray  
Carolyn Cole Gregory  
Sarah Cook Thompson  
Sara Davis Alt  
Mary Lillian Deason  
Fidesah Edwards Alexander  
Frances Espy Cooper  
Anna Humber Little  
Carolyn McCallum  
Marguerite Morris Saunders  
Nell Pattillo Kendall  
Grace Robinson Wynn  
Amy Underwood Trowell  
Elizabeth Young Hubbard

## 1936

Carrie Phinney Latimer Duvall, Chrm.  
Agents:  
Meriel Bull Mitchell  
Mary Cornely Dwight

## Sara Estes

Jean Hicks Pitts  
Frances James Donohue  
Augusta King Brunby  
Dean McKoin Bushong  
Sarah Nichols Judge  
Adeleine Rountree Turman  
Emily Rowe Adler  
Marie Townsend  
Sarah Turner Ryan  
Lilly Weeks McLean  
Mary Vines Wright

## 1937

Lucille Dennison Keenan, Chrm.  
Agents:  
Eloisa Alexander LeConte  
Cornelia Christie Johnson  
Kitty Daniel Spicer  
Annie Laura Galloway Phillips  
Mary Gillespie Thompson  
Fannie Harris Jones  
Kitty Jones Malone  
Rachel Kennedy Lowthian  
Mary King Critchell  
Frances McDonald Moore  
Virginia Stephens Clay  
Vivienne Trice Ansley  
Evelyn Wall Robbins

## 1938

Jean Barry Adams Weersing, Chrm.  
Agents:  
Martha Brown Miller  
Margaret Douglas Link  
Jane Guthrie Rhodes  
Mary Anne Kernan  
Ellen Little Lesene  
Mary Primrose Noble Phelps  
Alice Reins Boyd  
Catherine Ricks Love  
Joyce Roper McKey  
Mary Smith Bryan  
Virginia Sutenfield  
Anne Thompson Rose  
Elizabeth Warden Marshall  
Virginia Watson Logan  
Louise Young Garrett

## 1939

Mary Hollingsworth Hatfield, Chrm.  
Agents:  
Mary Frances Guthrie Brooks  
Jane Hamilton Ray  
Jacqueline Hawks Alsobrook  
Josephine Larkins  
Flora MacGuire Dukes  
Lou Pate Koenig  
Julia Porter Scurry  
Mamie Lee Ratliff Finger  
Miriam Sanders  
Aileen Shortley Whipple  
Mary Pannel Simonton Boothe

Elinor Tyler Richardson  
Mary Whetsell Timmons  
Margaret Willis Dressler

## 1940

Helen Gates Carson, Chrm.  
Agents:  
Frances Abbot Burns  
Elizabeth Alderman Vinson  
Evelyn Baly Landis  
Anna Margaret Bond Brannon  
Barbara Brown Fugate  
Grace Elizabeth Anderson Cooper  
Anne Enloe  
Annette Franklin King  
Marian Franklin Anderson  
Mary Evelyn Francis Ault  
Mary Lang Gull Olson  
Nell Moss Roberts  
Katherine Patton Carrow  
Nell Pinner Samella  
Mary Reins Burge  
Ruth Slack Roach  
Edith Stover McFee

## 1941

Anne Martin Elliott, Chrm.  
Agents:  
Martha Boone Shaver  
Gentry Burks Bielaski  
Josephine Cates  
Lucile Gaines Mactennan  
Helen Hardie Smith  
Julia Lancaster  
Marcia Mansfield Fox  
Louise Meiere Culver  
Valgerda Neilson Dent  
Lillian Schwencke Cook  
Hazel Scruggs Outz  
Tommy Turner Peacock  
Ida Jane Vaughan Price  
Anita Woolfolk Cleveland

## 1942

Betty Medlock Lackey, Chrm.  
Agents:  
Martha Arant Alligood  
Anne Chambliss Bateman  
Edith Dale Lindsey  
Dale Drennan Hicks  
Susan Dyer Oliver  
Margaret Erwin Walker  
Margaret Hartsook Emmons  
Mary Kirkpatrick Reed  
Ida Belle Levie Bagwell  
Caroline Long Armstrong  
Julia Ann Patch Weston  
Mary Seagle Edelblut  
Margaret Sheffield Chester  
Marjorie Simpson Ware  
Jane Taylor White  
Olivia White Cave

## 1943

Mary Anne Atkins Paschal, Chrm.  
Agents:  
Sue Barker Woolf  
Alice Clements Shinnall  
Joella Craig Good  
Betty DuBose Skiles  
Helen Hale Lawton  
Leona Leavitt Walker  
Sterly Lebey Wilder  
Anne Paisley Boyd  
Ruby Rosser Davis  
Clara Rountree Couch  
Margaret Shaw Allred  
Susan Spurlock Wilkins  
Pat Stokes Barnes  
Helen Summerour Zimmerman

## 1944

Martha Ray Lasseter Storey, Chrm.  
Agents:  
Claire Bennett Kelly  
Kay Biscaglia Shangler  
Louise Breedin Griffiths  
Jean Clarkson Rogers  
Mary Louise Duffee Philips  
Elizabeth Edwards Wilson  
Laune Lopper Swann  
Quincy Mills Jones  
Katherine Philips Long  
Margaret Powell Flowers  
Anne Sale Weydert  
Marjorie Smith Stephens  
Robin Taylor Horneffer  
Katherine Thompson Mangum  
Elise Tilghman  
Maryone Tippins Johnson  
Betty Vecsey

## 1945

Barbara Frink Allen, Chrm.  
Agents:  
Elizabeth Carpenter Bardin  
Betty Davis Shingler  
Martha Jean Gower Woolsey  
Emily Higgins Bradley  
Eugenia Jones Howard  
Dorothy Kahn Prunhuber  
Montene Nelson Mason  
Mary Monroe McLaughlin  
Scott Newell Newton  
Mary Neely Norris King  
Ceevah Rosenthal Blatman  
Julia Slack Hunter  
Lois Sullivan Kay  
Wendy Whittle Hoge

## 1946

Mary Cargill, Chrm.  
Agents:  
Mary Lillian Allen Wilkes  
Margaret Bear Moore  
Jean Chewing Lewis

# 1967-1968 Agnes Scott

## (continued)

Mary Ann Courtenay Davidson  
Mary Duckworth Gellerstedt  
Shirley Graves Cochran  
Nancy Hardy Abberger  
Bonnie Hope Robinson  
Elizabeth Horn Johnson  
Ruth Lambert Griscorn  
Betty Long Sale  
Mary McConkey Reimer  
Jane Anne Newton Marquess  
Anne Noel Wyant  
Celeste Powell Jones  
Louise Reid Strickler  
Mary Jane Schumacher Bullard  
Maud Van Dyke Jennings

## 1947

Eleanor Calley Story, Chrm.  
Agents:  
Marie Adams Conyers  
Elizabeth Andrews Lee  
Glassell Beale Smalley  
Dale Bennett Bedick  
Charlotte Clark Jones  
Virginia Dickson Phillips  
Anne Eidson Owen  
Ann Hough Hopkins  
Marianne Jeffries Williams  
Marguerite Mattison Rice  
Margaret McManus Landham  
Jane Meadows Oliver  
Virginia Owens Mitchell  
June Thomason Lindgren  
Betty Turner Marrow

## 1948

Tee-Toe Williams Roan, Chrm.  
Agents:  
Mary Alice Compton Osgood  
Edna Clare Cunningham Schooley  
Nancy Geer Alexander  
Kathleen Hewson  
Carmine Hodges Roberts  
Marionna Hollingsworth Connell  
Amanda Hulsey Thompson  
Beth Jones Crabill  
Bette Kitts Kidd  
Lacy Major  
Harriet Reid  
Anna Clark Rogers Sawyer  
Rebekah Scott Bryan  
Lida Walker Askey  
Marian Yancey Carroll

## 1949

Martha Ann Board Howell, Chrm.  
Agents:  
Mary Jo Ammons Jones  
Susan Bowling Dudney  
Julianne Cook Ashmead  
Lee Cousar Tubbs  
Helen Crawford White  
Betsy Deal Smith

Mary Hayes Babcock  
Nancy Huey Kelly  
Henrietta Johnson  
Mary Jones Woolsey  
Joan Lawrence Rogers  
Harriet Lorton Major  
Lynn Phillips Matthews  
Dorothy Quillian Reeves  
Charlie Smith Harris  
Edith Stowe Barkley  
Doris Sullivan Tippers  
Martha Warlick Brame  
Elizabeth Williams Henry  
Harriette Winchester Hurley

## 1950

Sara Jane Campbell Harris, Chrm.  
Agents:  
Jessie Carpenter Holton  
Betty Crowther Beall  
Dorothy Davis Varbrough  
Helen Edwards Propst  
Jessie Hodges Kryder  
Norah Anne Little Green  
Marjorie Major Franklin  
Dot Medlock Bond  
Gretta Moll Dewald  
Jean Osborn Sawyer  
Pat Overton Webb  
Vivienne Patterson Jacobson  
Joann Peterson Floyd  
Polly Anne Philips Harris  
Sally Thompson Aycock  
Isabel Truslow Fine  
Mary Louise Warlick Niblock

## 1951

Louise Hertwig Hayes, Chrm.  
Agents:  
Dorothy Adams Knight  
Gail Akers Lutz  
Mary Hayes Barber Holmes  
Betty Averill Dorie  
Charity Bennett Stelling  
Anna DeVault Haley  
Sally Dickert Connell  
Ellen Hull Kever  
Page Hutchison Lay  
Amy Jones McGreevy  
Jeanne Alene Brown  
Jean Longino Hiler  
Jimmie Ann McGee Collings  
Sarah McKee Burnside  
Julianne Morgan Garner  
Jenelle Spear  
Cissie Spiro Aidinoff  
Marjorie Stukes Strickland  
Virginia Feddieman Kerner  
Ruth Vineyard Cooner

## 1952

Betty Sharpe Cabaniss, Chrm.  
Agents:  
Charlotte Allsmiller Crosland

Ann Boyer Wilkerson  
Barbara Brown Waddell  
June Carpenter Bryant  
Betty Cheney Watkins  
Landis Cotten Gunn  
Claireliss Eaton Franklin  
Emy Evans Blair  
Shirley Ford Baskin  
Kitty Freeman Stelzner  
Phyllis Galphin Buchanan  
Susan Hancock Findley  
Ann Herman Dunwoody  
Betty Moyer Keeter  
Ann Parker Lee  
Helen Jean Roberts Seaton  
Frances Sells Doss  
Jackie Simmons Gow  
Lorna Wiggins  
Sylvia Williams Ingram

## 1953

Mary Anne Garrard Jernigan, Chrm.  
Agents:  
Allardyce Armstrong Hamill  
Frances Blakeney Coker  
Jane Dalhouse Hailey  
Susan Dodson Rogers  
Betty Ann Green Rush  
Frances Ginn Stark  
Sarah Crewe Hamilton Leathers  
Carol Jacob Dunn  
Anne Jones Sims  
Sarah Leathers Martin  
Belle Miller McMaster  
Lilla Kate Paramore Hart  
Anne Thomson Sheppard  
Vivian Weaver Maitland  
Mary Wyatt Chastain

## 1954

Lois Anne Dryden Hastv, Chrm.  
Agents:  
June Buxton  
Lucy Doyle Brady  
Elizabeth Ellington  
Florie Fleming Corley  
Julia Grier Storey  
Genevieve Guardia Chenault  
Louise Hill Reeves  
Jacquelyn Josey Hall  
Mitzi Kiser Law  
Mary Lou kleppinger Lackey  
Anne Patterson  
Selma Paul Strong  
Sue Purdom Arnall  
Joan Simmons Smith  
Joanne Varner Hawks

## 1955

Carolyn Crawford Chesnut, Chrm.  
Agents:  
Carolyn Allford Beaty

Georgia Belle Christopher  
Jane Davidson Tanner (deceased)  
Helen Fokes Farmer  
Lettie Grafton Harwell  
JoAnn Hall Hunsinger  
Ann Hanson Marklein  
Jane Henegar Loudemilk  
Helen Hinchey Williams  
Hannah Jackson Alnutt  
Mary Alice Kemp Henning  
Tunshy Kwiecki Ausband  
Peggy McMillan White  
Lib McPheters Yon  
Louise Robinson Singleton  
Agnes Scott Willoch  
Harriet Stovall Kelley  
Pauline Waller Hoch

## 1956

Dorothy Weakley Gish, Chrm.  
Agents:  
Ann Aluis Shibus  
June Gassert Naiman  
Harriett Griffin Harris  
Sarah Hall Hayes  
Louise Harley Hull  
Nancy Jackson Pitts  
Jane Johnson Waites  
Peggy Jordan Mayfield  
Alice Ann Klostermeyer Erwin  
Virginia Love Dunaway  
May Muse Stonecipher  
Louise Rainey Ammons  
Robbie Shelnett Uphaw  
Nancy Thomas Hill  
Sandra Thomas Hollberg

## 1957

Margaret Benton Davis, Chrm.  
Agents:  
Elizabeth Ansley Allan  
Barbara Frances Sincox  
Betty Crapps Burch  
Virginia Ferris Hodges  
Sally Forester Logue  
Margaret Foskey  
Catherine Girardeau Brown  
Marian Hagedorn Briscoe  
Helen Hendry Lowrey  
Margie Hill Krauth  
Bernd Hoge Brvan  
Suzanne McGregor Dowd  
Dorothy McLanahan Watson  
Jacquelyn Murray Blanchard  
Mary Oates Burton  
Jean Porter Mvrick  
Emily Starnes Gibbs  
Anne Terry Sherren

## 1958

Sue Life Inman, Chrm.  
Agents:  
Nancy Alexander Johnson

# t Fund Organization

Anne Blackhear Spragins  
Mary Ann Campbell Padgett  
Elizabeth Cline Melton  
Hazel Ellis  
Patricia Cover Bitzer  
Nancy Grayson Fuller  
Frances Gwinn Wolf  
Elizabeth Hanson McLean  
Sara Heard White  
Nancy Holland Sibley  
Eleanor Kallman Griffin  
Carolyn Magruder Ruppenthal  
Martha Meyer  
Blythe Posey Ashmore  
Caroline Romberg Silcox  
Frances Sattes  
JoAnn Sawyer Delafield  
Langhorne Sydnor Mauck  
Harriet Talmadge Mill  
Margaret Woolfolk Webb

## 1959

Jane King Allen, Chrm.  
Agents:  
Archer Boswell Parsons  
Mary Clayton Bryan DuBard  
Leoniece Davis Pinnell  
Caroline Dudley Bell  
Elizabeth Edmunds Grinnan  
Marjorie Erickson Charles  
Gertrude Florrid van Luy  
Betty Garrard Saba  
Carolyn Hazard Jones  
Jane Kraemer Scott  
Martha McCoy  
Eleanor Lee McNeill  
Mildred Ling Wu  
Scotty Maddox Gaillard  
Leah Mathews Fontaine  
Runita McCurdy Coode  
Mary Moore  
Sara Lu Persinger Snyder  
Caroline Pruitt Hayes  
Annette Teague Powell

## 1960

Jill Imray Shapard, Chrm.  
Agents:  
Angelyn Alford Bagwell  
Mary Crook Howard  
Nancy Duvall  
Louise Florence Smythe  
Myra Glasure Weaver  
Katherine Hawkins Linebaugh  
Betty Lewis Higginbotham  
Julia McNary Thornton  
Caroline Mikell Jones  
Anita Moses Shippen  
Jane Norman Scott  
Emily Parker McGurt  
Laura Parker Lowndes  
Mary Pfaff Dewees

Mary Jane Pickens Skinner  
Sybil Strupe Rights  
Marcy Tobey Swanson  
Carolyn West Parker

## 1961

Anne Broad Stevenson, Chrm.  
Agents:  
Alice Boykin Robertson  
Jean Brennan  
Betsy Dalton Brand  
Lucy Davis Harper  
Margaret Bullock  
Harriett Elder Manley  
Katherine Gwaltney Remick  
Alva Hope Gregg Spillane  
Sarah Helen High Van Clagett  
Ellen Hines Smith  
Patricia Holmes Cooper  
Jo Jarrell Wood  
Martha Lambeth Harris  
Mildred Love Petty  
Nina Marable  
Ann McBride Chilcutt  
Anne Modlin Burkhardt  
Mary Jane Moore  
Emily Pancake  
Ann Peagler Gallagher  
Betsy Shepley Underwood  
Pace Smith Morahan  
Mary Ware

## 1962

Lebby Rogers Harrison, Chrm.  
Agents:  
Sherry Addington Lundberg  
Susan Alexander Boone  
Vicky Allen Gardner  
Sue Amidon Mount  
Pat Flythe Koons  
Peggy Frederick Smith  
Susan Gray Reynolds  
Edith Hanna Holt  
Jan Heard Baucum  
Elizabeth Hopkins Stoddard  
Betsy Jefferson Boyt  
Beverly Kenton Mason  
Helen Linton Watson  
Ellen Muddiebrooks Davis  
Lana Mueller Jordan  
Dorothy Porcher  
Joanna Praytor Putman  
Marjorie Reitz Turnbull  
Elizabeth Carol Rogers Whittle  
Kayanne Shoffner Massey  
Margaret Shugart Anderson  
Jo Allison Smith Brown  
Mary Stokes Morris  
Bebe Walker Reichert

## 1963

Betty Ann Gatewood Wylie, Chrm.  
Agents:  
Patricia Allen Dunn

Virginia Allen Callaway  
Willette Barnwell  
Rebecca Bruce Jones  
Nancy Butcher Wade  
Sarah Cumming  
Nancy Duvall Hargrove  
Susan Favor Stevens  
Mary Ann Gregory Dean  
Maggy Harms  
Sandra Johnson Barrow  
Lucy Morcock Milner  
Linda Plemmons Haak  
Sally Rodwell Whetstone  
Anne Rose Vosler  
Colby Scott Lee  
Connie Slade  
Kaye Stapleton Redford  
Nell Tabor Hartley  
Rosslyn Troth Zook  
Margaret Van Deman Blackmon  
Ann Williams Wedaman  
Cheryl Winegar Mullins  
Elizabeth Withers Estes

## 1964

Elizabeth Stewart Allen, Chrm  
Agents:  
Elizabeth Alvis Girardeau  
Brenda Brooks  
Anne Foster Curtis  
Garnett Foster  
Karen Gerald Pope  
Judy Hollingsworth Robinson  
Betty Hood Atkinson  
Lynda Langley Burton  
Martha MacNair  
Caryl Pearson King  
Anne Pennebaker Arnold  
Judy Eltzroth Perryman  
Judy Stark Romanchuk  
Joh-Nana Sundy Walker  
Becky Vick Glover  
Lynn Weekley  
Suzanne West Gay  
Maggie Whitton Ray

## 1965

Peggy Bell, Chrm.  
Agents:  
Barbara Adams Hilliard  
Becky Beusse Holman  
Sally Blackard  
Margaret Brawner  
Nancy Carmichael Bell  
Helen Davis  
Kay Harvey Beebe  
Angela Lancaster  
Kay Lewis Lapeyre  
Marilyn Little  
Lihhy Malone Boggs  
Marcia McClung Porter  
Margaret Murphy Schaeffer

Laura Sanderson Miller  
Anne Schriff  
Catharine Sloan  
Carol Sutton  
Sue Talaferro Betts  
Lelia Taylor Brown  
Sarah Timmons Patterson  
Carol Wilson Owens

## 1966

Susan Thomas, Chrm.  
Agents:  
Ludy Ahrano  
Marilyn Breen  
B. J. Brown  
Eleanor Cornwell  
Bonnie Creech  
Carol Davenport  
Marganne Hendricks Price  
Angelyn Holt Hooks  
Linda Lael  
Alice Lindsey Blake  
Ginger Martin Westlund  
Sonja Nelson Cordell  
Sherry O'Neal Bassett  
Peggy Porter  
Linda Preston Watts  
Lucy Scoville  
Louise Smith  
Martha Thompson  
Sarah Uzzell  
Ruth Van Deman Walters  
Wendy Williams  
Patricia Williams Caton

## 1967

Norma Jean Hatten, Chrm.  
Agents:  
Marilyn Abendroth  
Helen Heard Lowrey  
Betty Hutchison Cowden  
Judy Jackson Freyer  
Jo Jeffers Thompson  
Lucy Ellen Jones  
Pam Logan Bryant  
Day Morcock Gilmer  
Diane Oliver Peavy  
Sally Pennigar Twine  
Florence Powell  
Ann Roberts  
Susan Stevens Barnett  
Genia Wisehart Dial

## 1968

Elizabeth Ann Jones  
Georganne Rose Cunningham

## 1969

Lynn Cook White



# Special Gift Groups-1967-1968 Agnes Scott Fund

## The Mainliners\*

Susan Ahermathy McCreary '61  
Bertha Adams '14  
Gail Akers Lutz '51  
Clara May Allen Reimero '23  
Vicky Allen Gardner '62  
Virginia Allen Potter '17  
Jeannette Archer Neal '22  
Atlanta Agnes Scott Club  
Emily Bailey '61  
Agnes Ball '17  
Sallie Boneau Freeman '62  
Frances Brannan Hamrick '49  
Frances Breg Marsden '41  
Lucile Bridgman Leitch '29  
Hazel Brown Ricks '29  
Mary Brown Florence '14  
Penelope Brown Barnett '32  
Sahine Brumby Korosy '41  
Bettina Bush Jackson '29  
Virginia Cameron Taylor '29  
Allie Candler Guy '13  
Helen Gates Carson '40  
Sylvia Chapman '64  
Cama Clarkson Merritt '50  
Alice Clements Shunell '43  
Mary Ann Cochran Abbott '43  
Sally Cothran Lambert '29  
Jane Coughlan Hays '42  
Mary Crook Howard '60  
Laura Cumming Northey '43  
Sarah C. Cumming '63  
Amelia Davis Luchsingier '48  
Margery Detford Hauck '37  
Lucile Dennison Keenan '37  
Eileen Dodd Sams '23  
Eugenie Dozier '27  
Madelaine Dunseith Alston '28  
Frankie C. Enzor '09  
Mary Lois Enzor Byrum '13  
Helen Etheredge Griffin '33  
Emy Evans Blair '42  
Elizabeth Farmer Brown '45  
Mary Ficklen Barnett '29  
Louise Franklin Livingston '41  
Marian Franklin Anderson '40  
Joan Fraser Duke '49  
Ethel Freeland Darden '29  
Mary Freeman Curtis '26  
Katherine Geifcken '49  
Philippa G. Gilchrist '24  
Frances Gilliland Stokes '24  
Fillen Gohar Inst.  
Lury Goss Herbert '34  
Catherine Gray Truslow '41  
Sallie Greenfield Blum '56

Carol Griffin Scoville '35  
Jo Ann Hall Hunsinger '55  
Sarah Hall Hayes '59  
Goldie Suttle Ham '19  
Harriet Hampton Cuthbertson '55  
Elizabeth Hanna Miller '59  
Elizabeth Harvard Dowda '44  
Maryellen Harvey Newton '16  
Mary Elizabeth Hays Babcock '49  
Janice Heard Baucum '62  
Helen Hendry Lowrey '57  
Ann Henry '41  
Kathleen Hewson '48  
Edith Hightower Tatom '18  
Louise Hill Reeves '54  
Peggy Hippie Lemmann '34  
Victoria Howie Kerr '24  
Bertha Hudson Whitaker Acad.  
Charlotte Hunter '29  
Eleanor Hutchens '40  
Elizabeth Jefferson Boyt '62  
Marguerite Jones Love '34  
Mary Keesler Dalton '25  
Mary Wallace Kirk '11  
Susan Kirtley White '45  
Jane Knight Lowe '23  
Henrietta Lamdin Turner '15  
Barbara Lawson Mansfield '50  
Mary Beth Little Weston '48  
Laurice Looper Swann '44  
Elizabeth Lovett '20  
Isabel Lowrance Watson '34  
Harriet Lorton Major '49  
Ludy Major '48  
Marjorie Major Franklin '50  
Jean McAlister '21  
Anna Leigh McCorkle '18  
Martha McIntosh Nall '23  
Caroline McKinney Clarke '27  
Mary Meadows Oliver '47  
Mary Jane Milford Spurgeon '58  
Margaret Minter Hyatt '57  
Catherine Mock Hodgkin '26  
Patty Marie Morgan Fisher '53  
Frances Murray Hedberg '31  
Charlotte Newton '21  
Janet Newton '17  
Fanny Willis Niles Bolton '31  
Alice Norman Pate '19  
Frances O'Brien '34  
Evangeline Papagouge '28  
Julia Ann Patch Weston '42  
Anne Patterson '54  
Sarah Patton Cortelyou '17  
Julia Porter Scurry '39  
Virginia Prettyman '34  
Ruth Pringle Pipkin '31

Claire Purcell Smith '42  
Helen Jean Roberts Seaton '52  
Letitia Rockmore Lange '33  
Lebby Rogers Harrison '62  
Lorena Ross Brown '47  
Ruby Rosser Davis '43  
Margaret Rowe Jones '19  
Barbara Rudisill '65  
Rebekah Scott Brvan '48  
Hazel Scruggs Ouzts '41  
Virginia Sevier Hanna '27  
Jeannette Shaw Harp '31  
Gene Slack Morse '41  
Julia Pratt Smith Slack '12  
Lula Smith Westcott '19  
Celia Spiro Adinoff '51  
Carol Stearns Wey '12  
Sarah Tate Tumlin '25  
Alice Taylor Wilcox '37  
Frances Tennent Ellis '25  
Mary Louise Thames Cartledge '30  
Marjorie Tipples Johnson '44  
Rosslyn Troth Zook '63  
Norma Tucker Sturtevant '26  
Christine Turner Hand '25  
Tommy Turner Peacock '12  
Louise Van Harlingen Ingersoll Inst  
Mary Vines Wright '36  
Elizabeth Warden Marshall '38  
Catherine Warren Ball '51  
Virginia Watson Logan '38  
Marguerite Watts Cooper '19  
Clara L. Weeks '16  
Nancy Wheeler Dooley '57  
Annie Laurie Whitehead Young '33  
Anne Whitfield '57  
Kathryn Williams Lesley '36  
Ann Williamson Campbell '50  
Florence Williamson Stent '50  
Theodosia Willingham Anderson '11  
Lovelyn Wilson Hewwood '32  
Raumond Wilson Craig '30  
Sandra Hay Wilson '65  
Roberta Winter '27  
Louise Woodard Clifton '27  
Elizabeth Woolfolk Mose '31  
Jacqueline Woolfolk Mathes '35  
Louise Young Garrett '38

## COLONNADE CLUB\*\*

Anonymous  
Mary Beasley White '36  
Sarah Flowers Beasley '24  
Elinor Hamilton Hightower '34  
Louise Hollingsworth Jackson '32  
Sue Life Inman '58  
Lou Pate Kneing '39  
Margaret Powell Flowers '44  
Carrie Scandrett '24  
Ruth Thomas Stemmons '28  
Maud Van Dyke Jennings '46  
Olive Weeks Collins '32  
Isabella Wilson Lewis '34

## TOWER CIRCLE\*\*\*\*

Ruth Anderson O'Neal '18  
Ida Brittain Patterson '21  
Sara Jane Campbell Harris '50  
Margaret Cannon Clarkson Inst  
Mary Duckworth Gellerstadt '46  
Kate Durr Elmore '49  
Diana Dyer Wilson '32  
Kathleen Eskridge Avers '33  
Virginia Feddeman Kerner '51  
Betty Fountain Edwards '35  
Queenelle Harold Sheffield '23  
Betty Lou Houck Smith '35  
Chapin Hudson Hanks '31  
Kath Hunt Little '37  
Isabelle Leonard Spearman '29  
Hilda Plowden Mederer '34  
Deazy Scott O'Neill '42  
Marie Simpson Rutland '35  
Augusta Skreen Genter '17  
Julia Thompson Smith '31  
Mary Warren Read '29  
Margaret Weeks '31  
Violet Weeks Muller '29  
Mary West Thatcher '15  
Louise Woodard Clifton '27

## QUADRANGLE QUORUM\*\*

Katherine Anderson '18  
Dorothy Brown Cantrell '29  
Patricia Collins Andretta '28  
Dora Ferrell Gentry '26  
Annie Laura Galloway Phillips '37  
Leila Holmes Clowes '45  
Ida King Akers Acad.

\*Group composed of donors of \$100 or more

\*\*Group composed of donors of \$250 or more

\*\*\*Group composed of donors of \$500 or more

\*\*\*\*Group composed of donors of \$1,000 or more

# The Agnes Scott Fund—Financial Report

*July 1, 1967–June 30, 1968*

*Alumnae Break Through \$100,000 for the First Time!*

	ANNUAL FUND				CAPITAL FUND		TOTAL	
	Paid		Pledged		Paid		Number Contributed or Pledged	Amount Contributed or Pledged
	Number Paid	Amount	Number Pledged	Amount	Number	Amount		
Alumnae	2,411	81,685.11		410.00	153	34,031.52	2,564	115,716.63
Parents and Friends	126	12,524.50		100.00	73	8,628.00	199	21,252.50
Foundations	19	41,230.76			2	2,500.00	21	43,730.76
Business and Industry	See* Below	20,413.89	See* Below	500.00	See* Below	35.00	See* Below	20,948.89
Students					See** Below	420.71	See* Below	420.71
Alumnae Clubs	5	434.37			1	250.00	6	684.37
TOTAL	2,561	156,288.63		1,010.00	229	45,865.23	2,790	202,753.86

\*The gifts from business and industry have been received primarily through the Georgia Foundation for Independent Colleges, Inc.

\*\*Cash contributions from students.

Based on the solicitation of **8,410 alumnae**, graduates and non-graduates, are these statistics:

Average gift: \$45.00

Percent of alumnae contributing: 28.5%

Editor's Note: A brief explanation may help you interpret this report. 1. The Agnes Scott Fund (the name of the College's annual-giving program) runs on a fiscal year of July 1-June 30. 2. However, for this report, 1967-1968, we have included alumnae gifts received July 1-September 1, 1968 and recorded them under the Annual Fund section above. 3. Alumnae gifts to the Annual Fund, used for current operations, and those to the Capital Fund, invested money or "Endowment," make the total of alumnae financial support of Agnes Scott College in the fiscal year.

# The Plain Truth Is...

... Agnes Scott faces its future with both confidence and concern, reports Dr. Wallace M. Alston in a special interview for *The Quarterly*

**Q: President Alston, what in your own words is the real purpose of Agnes Scott College in higher education?**

A: I think one sees our purpose against the backdrop of pluralism in higher education, a pluralism that I consider fortunate, not unfortunate. By pluralism in higher education I mean that we have in the nation all kinds of institutions, large and small—universities, liberal arts colleges, junior colleges. The individual has a choice of the sort of institution that will meet his needs. Against that background, Agnes Scott has tried through the years to be a good, relatively small, liberal arts college for women operating in a Christian context.

Every word in this statement is important to me. When I say *relatively* small, one has to be aware that we have 750 students as against 475 when I came to Agnes Scott more than twenty years ago. Yet, we are relatively small. If we have 1,000 students ten years from now, I think we would still be a “relatively small” college. We are an undergraduate college for women, stressing the liberal arts, and our Christian commitment offers us the context in which the educational process takes place.

**Q. In order that education of this kind might be carried on, there is one factor which, sometimes, women are a little loathe to face; one five-letter word: M-O-N-E-Y. Can you tell us what Agnes Scott's sources of income are?**

A: Agnes Scott has three sources of financial support. We have student charges, income received from invested funds, and annual gifts. Student charges include money students pay for tuition, for student activities fees, for room and board, and for infirmary and laundry services. Second, we have at the present time a book-value invested fund (or endowment and scholarship portfolio) of some \$12,000,000.00. The market

value of these investments is currently about \$29,000,000. The income from these endowment and scholarship funds is used for general educational purposes. The third source of income, annual gifts, comes from alumnae, friends of the college, business and industry, and foundations. The plain truth is that at the moment the private college like Agnes Scott is dependent on these three sources for operation.

**Q: What is going to happen to these sources in the next ten years as we face an increasingly complex system of higher education?**

A: First, we have confidence in the validity and in the continuance of these three sources of income. Second, a college like Agnes Scott, even in a time of inflation, does not require an indefinite amount of money. Our situation is different from that of a university with an increasingly large student body, with an expensive outlay for graduate and professional studies and for research programs. While Agnes Scott needs considerably more money than we now have for operation—that goes without saying!—we do not require an indefinite sum of money in order to make our contribution as a liberal arts college of high caliber.

Having said these two things, I would like to comment briefly upon our sources of income. Presumably, a college can price itself out of the students' market. Agnes Scott has not done that. It has been the concern of many of us that if private colleges increase charges to students year after year, they may eventually make such colleges available only to people who are financially able to attend, thereby closing the doors to many fine young people of real ability. Even with scholarship help, some excellent young people would not look hopefully in the direction of private colleges. Colleges like ours that find it necessary to make increases in tuition must remain sensitive to the danger of becoming exclusive class institutions.

The second source of income that I have mentioned is endowment. We must increase our capital funds in years to come, as we have been striving to do in the past. We need several times the amount of invested money we now have in order to produce income for scholarships. We ought to have, within the next five to ten years, \$2,500,000 in permanent funds producing income for scholarships. Also, we want to increase endowment so that the income can be used to increase faculty salaries, to strengthen our library, to provide laboratory and other educational equipment, and to finance our academic work generally.

The third source of income is annual giving. Annual gifts and grants are essential to the health of a college like ours. I think the experience of recent years in building the Annual Fund with gifts from alumnae, friends, foundations, business and industry evidences the ability of Agnes Scott to increase the yearly income available for operational purposes. We are devoting much time in the administrative staff and the alumnae office to "upgrading" the Annual Fund. This money is very important to us because our increases in faculty salaries and the increased resources for scholarships must come in large measure from gifts and grants.

**Q: Does Agnes Scott expect to receive federal funds? Can you help us understand the use of federal funds in higher education and especially in a college like Agnes Scott?**

A: There is a great deal of misunderstanding about this matter on the part of Tom, Dick, and Harry. The notion held by some people seems to be that private colleges, simply by applying for federal funds, can relieve their rather desperate financial plight, if they will. This is just not the case. The federal money that is now obtainable is available, for the most part, for scholarships or loans for individuals, research grants for faculty (given with a small overhead allowance to the institution where the faculty member works), loans for new dormitories, loans for certain other types of buildings, and some grants for capital purposes. In general, the federal government is not making funds available to a college like Agnes Scott to help with annual operation.

It is generally assumed that this situation may be changed considerably after the war in Viet Nam is over. This is a matter of discussion and debate. There are people who feel that the government will make new kinds of grants to all sorts of institutions, public and private. I doubt that anyone knows whether that will be the case or not. It may well be that within twenty-five years the private colleges in America will be more like the so-called "public" institutions in England. The sharp line of demarcation between the private and public institution, the tax-supported and the non-tax supported institution, is becoming blurred and may be largely obliterated within a decade or two,

and a new form of higher education, so far as the relationship between public and private institutions and the government goes, may emerge. I have many qualms about this, of course!

**Q: Do you also include state governments?**

A: Yes. A number of state governments are already thinking a good deal about what ought to be done for private institutions. Some have taken action of one kind or another. It may be that in the future there will be grants from the state to private institutions to help with current operation.

**Q: What is this fiscal year's (1968-1969) operating budget at Agnes Scott?**

A: It is approximately \$3,000,000.

**Q: Could you spell out in more detail what operating expenses are?**

A: Operating expenses, the annual expenses that we budget, are for faculty and staff salaries; fringe benefits such as our medical program, social security, and our retirement program; the care of the campus; the upkeep of buildings (which now comes to a very large figure); dues paid to organizations to which we belong; the cost of operating the library and laboratories; academic equipment; the cost of bringing lecturers and visiting professors to the campus; the cost of entertaining; and the cost of faculty travel to professional meetings. All these things must be in the budget, and all have a part in the annual operation of the college.

**Q: Aside from our needs for current operation, can you project capital expenses in the foreseeable future for the campus as a whole?**

A: Yes. As you probably know, some months ago our Board of Trustees became interested in having a survey done of the Agnes Scott campus and surrounding areas. We asked Mr. Clyde D. Robbins, who is on the staff of the development office at Georgia Tech, to conduct this survey. Mr. Robbins has made helpful planning surveys on other college and university campuses, as well as in community-type enterprises. He did a very careful job for us. His results were accepted in principle by our Board of Trustees, and under the leadership of a strong committee of our Board, were presented to Decatur and Atlanta city officials, to the Decatur Planning Commission, to a group of civic leaders, and also to our neighbors who live in the vicinity of the present campus.

The purpose of these meetings was to try to find out, for one thing, how the City, County and State might cooperate in the matter of thoroughfares as we think of the campus tomorrow. We realize that we

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## The Plain Truth Is *(continued)*

are a college in an older community, and we need to know where property acquisitions should and should not be made in the future. The Robbins report settled for us, by the way, the fact that we ought to stay where we are. It recommends that the campus have as its northern boundary the Georgia Railroad and College Avenue; as its boundary on the east, the west side of Avery Street; as the boundary on the west, the east side of Adams Street; and on the south, the low-lying area in the vicinity of Kirk Road.

The Robbins report, then, gives us clear guidance for the purchase of property as it becomes available. Please note that, generally speaking, the College does not need all this property right now. But we do need to let the neighborhood know the extent of the campus twenty-five to fifty years from now. Moreover, we want to ask of our neighbors that, when they get ready to sell their respective homes, they communicate with Agnes Scott before accepting another offer.

In the Robbins report there is also excellent guidance about the future location of campus buildings. Future academic buildings should be located in one area, and future dormitories, and perhaps an additional food-service building, ought to be located in another area (most of which we do not now own). Our proposed students' activities center, for example, ought to be located, according to the Robbins report, where McCain and Alexander cottages now stand. This structure would face not only on South Candler but also on Dougherty Street. Also, it is recommended that our next dormitory be constructed on property across S. Candler Street from the home of the Dean of Students, and the physical education building on a site previously selected by the Board of Trustees, across Dougherty Street from the tennis courts.

**Q: If the Robbins report contains good guidelines for the next twenty-five to fifty years in the physical plant, do we have any way of establishing guidelines for new curriculum needs? Can, and should, we meet the demands of current students for more voice in the kind of education they receive?**

A: I believe there has never been a time at Agnes Scott when curriculum matters have received such particular attention as at present. We have a most active curriculum committee of our faculty and administration, which has done admirable work during the past several years. Also, we have an active student-faculty committee that has been doing constructive thinking. (The students call this committee "CAP", the Committee on Academic Problems.) More than this, we have a group of relatively new faculty people who have been interested in interdepartmental courses, and they, on their own and with the full consent and cooperation of the administration and the curriculum com-



For this article Dr. Alston was interviewed by Memye Curtis Tucker '56, Publications Chairman of the Alumnae Association, and the editor, Ann Worthy Johnson '38.

mittee, are making plans for interdepartmental work in our curriculum.

I think I should add that we are all aware that the contemporary culture in the United States lays upon us now, and upon every other college and university in our country, a necessity for accenting curriculum study. I might mention two facts that are quite obvious but that pose the need for curriculum changes. One is in the sphere of the sciences. We are living in the space age, a nuclear era, a time when the average person, even the average college person, is woefully ignorant of what is being discovered in the field of the physical sciences. The oft-quoted fact that 90% of all the first-rate scientists who ever lived are still living helps us to understand this. Undoubtedly, the selection of scientific knowledge that can be brought to focus for the undergraduate as an integral aspect of the curriculum is a necessity.

The other illustration that poses the need for curriculum change is the emergence of nations with all their variety of cultures. The realization that we in the West are pitifully uninformed on the literature, the art, the music, the political science, the mores, the religion, the philosophy, of, for example, India, Japan, and the Middle East, makes us aware we need very desperately to step up our efforts to understand the Eastern peoples and their cultures.

**Q: Will new curriculum growth affect the size of the student body, the size of the faculty, the College's income needs?**

A: The only official planning that I can quote from our Board of Trustees is that we believe that by 1975

we should be ready to have a student body of about 900 students. This may not be an adequate projection. Two or three things must be kept in mind. One is that with the accelerating number of junior colleges and the increasing size of public institutions, there may not be a necessity for a greatly enlarged student body in colleges such as Agnes Scott, where students are very carefully selected and admission standards are high. In fact, I am by no means certain how much demand there will be for Agnes Scott to increase its size in the next ten years. On the other hand, we will do well to remember that we are a part of a community of more than a million and a quarter people, a community that is going to have greatly enhanced cultural, academic, and economic importance in the nation. It may well be that Agnes Scott's projection of 900 students by 1975 is much too conservative. I stand ready, personally, to see the institution become larger than that if there is reason for such change. But I am not ready, and I think our Board is unwilling, for us to enroll more students than we have equipped ourselves to care for adequately.

Your question has to do also with the need for increased money. That more funds are essential is true and relevant to everything we are discussing. We will have to build a new dormitory—one at least, preferably two. To become much larger, we will require a new dining-hall facility, new classroom space and equipment, and additional faculty and staff. So, the necessity for capital expenditures as well as the need for additional income will be factors to keep us from a too rapid development.

**Q: Do you think the "fear" expressed often among alumnae about increasing the size of the student body is based on genuine concern that the purposes of Agnes Scott shall in no way be watered down by an increase?**

A: Yes. I share that "fear." I feel that if Agnes Scott is to become just another educational institution, it would be far better to let tax-supported education take over. I fail to see much reason for Agnes Scott if we are going to duplicate the efforts of a Georgia State, or University of Georgia, or some other public institution. It seems to me that the need is for Agnes Scott to be a distinctive institution. To continue to adhere to the purposes that gave rise to the College and that have distinguished it from the early years is the important matter. I am certain that we can do this. It will take good leadership and strong support and understanding from alumnae. I doubt whether anyone knows how many students will be here five years from now, ten years from now, but what is important is that we keep the student in the center of the whole operation; that the student-faculty relationship always be important; and that we bring to our faculty and staff men and women of academic competence, strong Christian character, and personal attractiveness. My judgment is

that concern for the individual needs of students must be a continuing characteristic of Agnes Scott's program. Growth of the individual student and the achievement of maturity and independence ought always to be distinguishing qualities of an Agnes Scott education.

**Q: Here is a quote from a special report prepared by Editorial Projects for Education. (See pp. 00-00) A university president has said: "Nothing is more important than the growing critical and knowledgeable interest of our alumni. That interest leads to general support. It cannot possibly be measured in merely financial terms." Will you comment on this?**

A: I believe the statement as quoted is true. The important thing is what our alumnae mean to Agnes Scott *as persons*. Wherever I go, it is the quality of Agnes Scott people that really matters to me. I am proud of the Agnes Scott alumnae whom I have met and known in virtually every community in which I have stayed for any length of time. And I am proud of the things other people say about them. Always, an institution has to be judged by the quality of its alumnae. Let it be said that Agnes Scott alumnae can do some things for the College which are indispensable. They can try to keep abreast of trends in higher education and, in a knowledgeable context, understand Agnes Scott as this college tries to deal with young people now. Moreover, alumnae can be both constructively critical and genuinely loyal to the College. This loyalty can express itself in the warmth and kindness our alumnae show in sharing our problems with us, in their generosity in making their gifts available to us, in making their wills remembering the College, and in sending the sort of students Agnes Scott can and ought to enroll.

**Q: The thing many alumnae think about when they give money to Agnes Scott is upgrading faculty salaries. Are we competitive in this area?**

A: The competition in salaries and fringe benefits is very keen. We are inviting the same people to come to Agnes Scott in the faculty and staff who are being invited to institutions that are supported by tax money. This is one of the crucial challenges of an institution like ours, and we are going to have to meet it. I have little hope in the foreseeable future that Agnes Scott's salary scale will compare with that of some of the larger tax-supported institutions, but there are many intangible benefits that one receives as he or she teaches at Agnes Scott. We must be realistic, however, about the necessity of making our salaries increasingly adequate and competitive. They must, at least, compare favorably with salaries of comparable non-tax-supported institutions.

We have increased our salaries annually for the last eighteen years, and we are getting salaries to the point where they are rather respectable. But this is one of the

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## The Plain Truth Is *(continued)*

continuing challenges before us, and one of the reasons we need alumnae support. I might quote the former Chancellor of the University of Chicago, Lawrence Kimpton, who said, in plain language, "It is hard to market a product at a fair price, when down the street someone is giving it away." To be sure, public institutions have problems of their own, but they have tax resources available to them for operational purposes. A private institution, on the other hand, has to come by this money in the hardest possible fashion. We must depend upon our own resources and upon money annually solicited as gifts and grants. But this is our role, and we are not complaining. We simply say that we are going to have to work harder than we have ever worked before to be competitive.

I think it is important to relate what has been said to our context here in Atlanta. There are fourteen institutions related now to the University Center in Georgia. We are discovering each other today in ways that are mutually beneficial. I think it is inexcusable for us to duplicate services needlessly and to be blind to the opportunities for cooperation. Unnecessary competition between public and private institutions is unjustified and undesirable, and I think unnecessary competition between neighboring institutions scarcely makes sense. I think what our colleges and universities in this area need to do is to discover each other at a deeper level; and to find new ways of cooperation in the use of faculty, in the interchange of students, in making our resources available to each other, and in making a more constructive impact academically upon the whole community.

We have one of the rarest opportunities in higher education here in Atlanta to be found anywhere in America. There are very few cities in this country with institutions so varied and so favorably located with reference to each other. I think there is before us a challenge to academic leadership to do imaginative and creative things in higher education. This puts the individual institution and what it is trying to accomplish into a new perspective, does it not?

**Q: Do you believe, as some institutions seem to, that Agnes Scott has an obligation to the larger community to press for specific political or social measures?**

A. No. I do not believe the purpose of Agnes Scott is to serve any political party purpose or to be a propaganda agent for any scheme, no matter how idealistic. All kinds of views ought to be heard freely in an institution of this kind. Freedom to think, speak, write, and to differ is essential to the integrity of a college. I think the purpose of this institution is to provide the opportunity for young women to educate themselves. We provide the tools, the clues, and the environment. But I do not think we exist for the purpose of organizing our campus community, or the

larger community, in an attempt to "put over" some scheme of things. This is an educational institution, and I hope and pray it will remain just this.

**Q: Why does Columbia University, for example, receive a one-and-a-half-million-dollar grant from IBM, in connection with IBM's set-up there, when IBM says that the nation needs highly trained manpower, not highly educated?**

A: Of course, a big university makes provisions for professional preparation in the program offered to students. It is sometimes difficult to be definitive about the utilitarian purpose of an educational institution as over against an academic purpose. I think a liberal arts college is a little easier to understand in that respect. My thinking is that we are a fellowship of younger and older students living at close range, trying to discover truth together, and helping each other to grow. Of course, there is a formal curriculum, and I believe there is also an informal curriculum. The formal curriculum, as we have already mentioned, consists of the courses we come by through careful selective processes, with able faculty to give encouragement and guidance in understanding and academic achievement. The informal curriculum is important at Agnes Scott where 92% of our students live on campus. I refer to the events planned and unplanned in the dormitories, on the athletic field, on the campus, in the Hub, and in the homes of faculty members. Wherever people at Agnes Scott are associated with each other in any way, we have the possibility of education, good or bad. I am confident that the most potent single possibility here is the impact of a life upon a life. That's why I think the choice of faculty members is of incalculable importance.

**Q: As faculty members became more and more committed to their academic field instead of their institution, it will be harder and harder to find those you want, won't it?**

A. Yes. But I believe the commitment does not need to be "either-or." I think we sometimes say that the older generation of faculty people became tremendously involved in the institution. This was the case, to be sure. But these people, as you think back, recalling names and faces—Emma May Laney, George Hayes, Ellen Douglass Leyburn, Mildred Mell, Leslie Gaylord, and a host of others—were also devoted to their professions. I don't think it is an "either-or" matter. I do think there are some younger teachers in the more recent generation who are committed to their respective professions more than to the institutions where they now serve. I, personally, hope our young faculty members at Agnes Scott are going to be interested in both their profession and in this institution. Agnes Scott needs that—expects it, indeed, in order to continue to be the kind of institution that we all want.

# The Plain Fact Is...

... our colleges and  
universities “are facing  
what might easily  
become a crisis”

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**O**UR COLLEGES AND UNIVERSITIES, over the last 20 years, have experienced an expansion that is without precedent—in buildings and in budgets, in students and in professors, in reputation and in rewards—in power and pride and in deserved prestige. As we try to tell our countrymen that we are faced with imminent bankruptcy, we confront the painful fact that in the eyes of the American people—and I think also in the eyes of disinterested observers abroad—we are a triumphant success. The observers seem to believe—and I believe myself—that the American campus ranks with the American corporation among the handful of first-class contributions which our civilization has made to the annals of human institutions. We come before the country to plead financial emergency at a time when our public standing has never been higher. It is at the least an unhappy accident of timing.

—MCGEORGE BUNDY  
*President, The Ford Foundation*

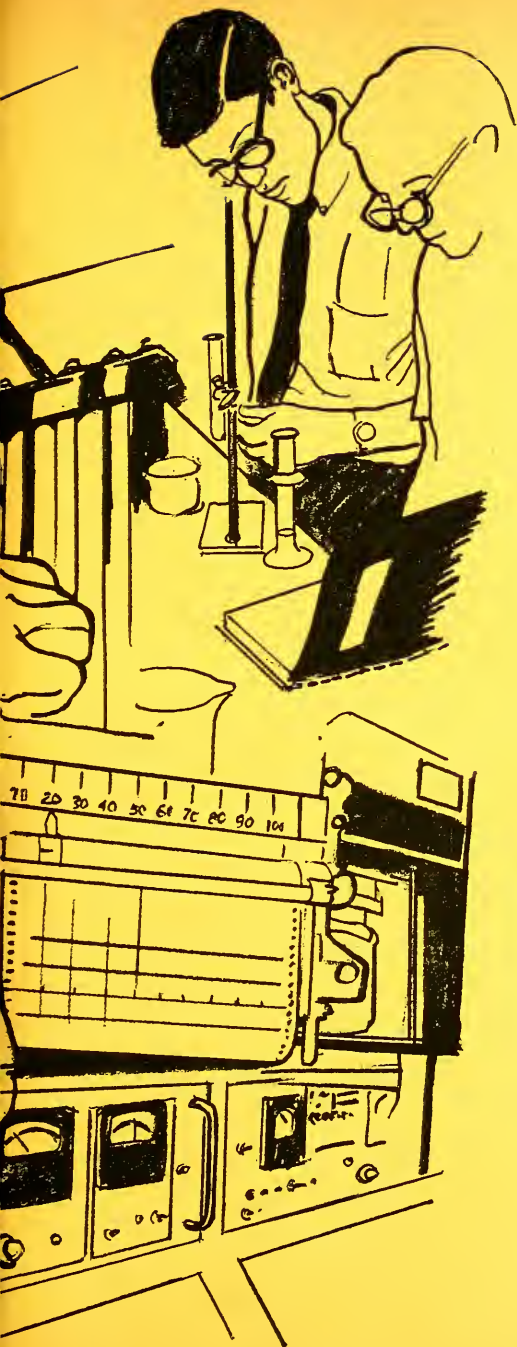
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## A Special Report



A STATE-SUPPORTED UNIVERSITY in the Midwest makes a sad announcement: With more well-qualified applicants for its freshman class than ever before, the university must tighten its entrance requirements. Qualified though the kids are, the university must turn many of them away.

► A private college in New England raises its tuition fee for the seventh time since World War II. In doing so, it admits ruefully: "Many of the best high-school graduates can't afford to come here, any more."

► A state college network in the West, long regarded as one of the nation's finest, cannot offer its students the usual range of instruction this year. Despite intensive recruiting, more than 1,000 openings on the faculty were unfilled at the start of the academic year.

► A church-related college in the South, whose denomination's leaders believe in strict separation of church and state, severs its church ties in order to seek money from the government. The college must have such money, say its administrators—or it will die.

Outwardly, America's colleges and universities appear more affluent than at any time in the past. In the aggregate they have more money, more students, more buildings, better-paid faculties, than ever before in their history.

Yet many are on the edge of deep trouble.

"The plain fact," in the words of the president of Columbia University, "is that we are facing what might easily become a crisis in the financing of American higher education, and the sooner we know about it, the better off we will be."

THE TROUBLE is not limited to a few institutions. Nor does it affect only one or two types of institution. Large universities, small colleges; state-supported and privately supported: the problem faces them all.

Before preparing this report, the editors asked more than 500 college and university presidents to tell us—off the record, if they preferred—just how they viewed the future of their institutions. With rare exceptions, the presidents agreed on this assessment: *That the money is not now in sight to meet the rising costs of higher education . . . to serve the growing numbers of bright, qualified students . . . and to pay for the myriad activities that Americans now demand of their colleges and universities.*

Important programs and necessary new buildings are

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ALL OF US are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade.

—A university president

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being deferred for lack of money, the presidents said. Many admitted to budget-tightening measures reminiscent of those taken in days of the Great Depression.

Is this new? Haven't the colleges and universities always needed money? Is there something different about the situation today?

The answer is "Yes"—to all three questions.

The president of a large state university gave us this view of the over-all situation, at both the publicly and the privately supported institutions of higher education:

"A good many institutions of higher learning are operating at a deficit," he said. "First, the private colleges and universities: they are eating into their endowments in order to meet their expenses. Second, the public institutions. It is not legal to spend beyond our means, but here we have another kind of deficit: a deficit in quality, which will be extremely difficult to remedy even when adequate funding becomes available."

Other presidents' comments were equally revealing:

► *From a university in the Ivy League:* "Independent national universities face an uncertain future which threatens to blunt their thrust, curb their leadership, and jeopardize their independence. Every one that I know about is facing a deficit in its operating budget, this year or next. And all of us are hard-put to see where we are going to get the funds to meet the educational demands of the coming decade."

► *From a municipal college in the Midwest:* "The best word to describe our situation is 'desperate.' We are operating at a deficit of about 20 per cent of our total expenditure."

► *From a private liberal arts college in Missouri:* "Only by increasing our tuition charges are we keeping our heads above water. Expenditures are galloping to such a degree that I don't know how we will make out in the future."

► *From a church-related university on the West Coast:* "We face very serious problems. Even though our tuition is below-average, we have already priced ourselves out of part of our market. We have gone deeply into debt for dormitories. Our church support is declining. At times, the outlook is grim."

► *From a state university in the Big Ten:* "The budget for our operations must be considered tight. It is less than we need to meet the demands upon the university for teaching, research, and public service."

► *From a small liberal arts college in Ohio:* "We are

on a hand-to-mouth, 'kitchen' economy. Our ten-year projections indicate that we can maintain our quality only by doubling in size."

► *From a small college in the Northeast:* "For the first time in its 150-year history, our college has a planned deficit. We are holding our heads above water at the moment—but, in terms of quality education, this cannot long continue without additional means of support."

► *From a state college in California:* "We are not permitted to operate at a deficit. The funding of our budget at a level considerably below that proposed by the trustees has made it difficult for us to recruit staff members and has forced us to defer very-much-needed improvements in our existing activities."

► *From a women's college in the South:* "For the coming year, our budget is the tightest we have had in my fifteen years as president."

WHAT'S GONE WRONG?

Talk of the sort quoted above may seem strange, as one looks at the unparalleled growth of America's colleges and universities during the past decade:

► Hardly a campus in the land does not have a brand-new building or one under construction. Colleges and universities are spending more than \$2 billion a year for capital expansion.

► Faculty salaries have nearly doubled in the past decade. (But in some regions they are still woefully low.)

► Private, voluntary support to colleges and universities has more than tripled since 1958. Higher education's share of the philanthropic dollar has risen from 11 per cent to 17 per cent.

► State tax funds appropriated for higher education have increased 44 per cent in just two years, to a 1967-68 total of nearly \$4.4 billion. This is 214 per cent more than the sum appropriated eight years ago.

► Endowment funds have more than doubled over the past decade. They're now estimated to be about \$12 billion, at market value.

► Federal funds going to institutions of higher education have more than doubled in four years.

► More than 300 new colleges and universities have been founded since 1945.

► All in all, the total expenditure this year for U.S. higher education is some \$18 billion—more than three times as much as in 1955.



Moreover, America's colleges and universities have absorbed the tidal wave of students that was supposed to have swamped them by now. They have managed to fulfill their teaching and research functions and to undertake a variety of new public-service programs—despite the ominous predictions of faculty shortages heard ten or fifteen years ago. Says one foundation official:

"The system is bigger, stronger, and more productive than it has ever been, than any system of higher education in the world."

Why, then, the growing concern?

Re-examine the progress of the past ten years, and this fact becomes apparent: The progress was great—but it did not deal with the basic flaws in higher education's financial situation. Rather, it made the whole enterprise bigger, more sophisticated, and more expensive.

Voluntary contributions grew—but the complexity and costliness of the nation's colleges and universities grew faster.

Endowment funds grew—but the need for the income from them grew faster.

State appropriations grew—but the need grew faster.

Faculty salaries were rising. New courses were needed, due to the unprecedented "knowledge explosion." More costly apparatus was required, as scientific progress grew more complex. Enrollments burgeoned—and students stayed on for more advanced (and more expensive) training at higher levels.

And, for most of the nation's 2,300 colleges and universities, an old problem remained—and was intensified, as the costs of education rose: gifts, endowment, and government funds continued to go, disproportionately, to a relative handful of institutions. Some 36 per cent of all voluntary contributions, for example, went to just 55 major universities. Some 90 per cent of all endowment funds were owned by fewer than 5 per cent of the institutions. In 1966, the most recent year reported, some 70 per cent of the federal government's funds for higher education went to 100 institutions.

McGeorge Bundy, the president of the Ford Foundation, puts it this way:

"Great gains have been made; the academic profession has reached a wholly new level of economic strength, and the instruments of excellence—the libraries and



*Drawings by Peter Hooven*



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EACH NEW ATTEMPT at a massive solution has left the trustees and presidents just where they started.

—A foundation president

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laboratories—are stronger than ever. But the university that pauses to look back will quickly fall behind in the endless race to the future.”

Mr. Bundy says further:

“The greatest general problem of higher education is money . . . . The multiplying needs of the nation’s colleges and universities force a recognition that each new attempt at a massive solution has left the trustees and presidents just where they started: in very great need.”

THE FINANCIAL PROBLEMS of higher education are unlike those, say, of industry. Colleges and universities do not operate like General Motors. On the contrary, they sell their two primary services—teaching and research—at a loss.

It is safe to say (although details may differ from institution to institution) that the American college or university student pays only a fraction of the cost of his education.

This cost varies with the level of education and with the educational practices of the institution he attends. Undergraduate education, for instance, costs less than graduate education—which in turn may cost less than medical education. And the cost of educating a student in the sciences is greater than in the humanities. Whatever the variations, however, the student’s tuition and fees pay only a portion of the bill.

“As private enterprises,” says one president, “we don’t seem to be doing so well. We lose money every time we take in another student.”

Of course, neither he nor his colleagues on other campuses would have it otherwise. Nor, it seems clear, would most of the American people.

But just as student instruction is provided at a substantial reduction from the actual cost, so is the research that the nation’s universities perform on a vast scale for the federal government. On this particular below-cost service, as contrasted with that involving the provision of education to their students, many colleges and universities are considerably less than enthusiastic.

In brief: The federal government rarely pays the full cost of the research it sponsors. Most of the money goes for *direct costs* (compensation for faculty time, equipment, computer use, etc.) Some of it goes for *indirect costs* (such “overhead” costs of the institution as payroll departments, libraries, etc.). Government policy stipulates that the institutions receiving federal research grants





must share in the cost of the research by contributing, in some fashion, a percentage of the total amount of the grant.

University presidents have insisted for many years that the government should pay the full cost of the research it sponsors. Under the present system of cost-sharing, they point out, it actually costs their institutions money to conduct federally sponsored research. This has been one of the most controversial issues in the partnership between higher education and the federal government, and it continues to be so.

In commercial terms, then, colleges and universities sell their products at a loss. If they are to avoid going bankrupt, they must make up—from other sources—the difference between the income they receive for their services and the money they spend to provide them.

With costs spiraling upward, that task becomes ever more formidable.

**H**ERE ARE SOME of the harsh facts: Operating expenditures for higher education more than tripled during the past decade—from about \$4 billion in 1956 to \$12.7 billion last year. By 1970, if government projections are correct, colleges and universities will be spending over \$18 billion for their current operations, plus another \$2 billion or \$3 billion for capital expansion.

Why such steep increases in expenditures? There are several reasons:

- ▶ Student enrollment is now close to 7 million—twice what it was in 1960.
- ▶ The rapid accumulation of new knowledge and a resulting trend toward specialization have led to a broadening of the curricula, a sharp increase in graduate study, a need for sophisticated new equipment, and increased library acquisitions. All are very costly.
- ▶ An unprecedented growth in faculty salaries—long overdue—has raised instructional costs at most institutions. (Faculty salaries account for roughly half of the educational expenses of the average institution of higher learning.)
- ▶ About 20 per cent of the financial “growth” during the past decade is accounted for by inflation.

Not only has the over-all cost of higher education increased markedly, but the *cost per student* has risen steadily, despite increases in enrollment which might, in any other “industry,” be expected to lower the unit cost.

Colleges and universities apparently have not improved their productivity at the same pace as the economy generally. A recent study of the financial trends in three private universities illustrates this. Between 1905 and 1966, the educational cost per student at the three universities, viewed compositely, increased 20-fold, against an economy-wide increase of three- to four-fold. In each of the three periods of peace, direct costs per student increased about 8 per cent, against a 2 per cent annual increase in the economy-wide index.



Some observers conclude from this that higher education must be made more efficient—that ways must be found to educate more students with fewer faculty and staff members. Some institutions have moved in this direction by adopting a year-round calendar of operations, permitting them to make maximum use of the faculty and physical plant. Instructional devices, programmed learning, closed-circuit television, and other technological systems are being employed to increase productivity and to gain economies through larger classes.

The problem, however, is to increase efficiency without jeopardizing the special character of higher education. Scholars are quick to point out that management techniques and business practices cannot be applied easily to colleges and universities. They observe, for example, that on strict cost-accounting principles, a college could not justify its library. A physics professor, complaining about large classes, remarks: “When you get a hundred kids in a classroom, that’s not education; that’s show business.”

The college and university presidents whom we surveyed in the preparation of this report generally believe their institutions are making every dollar work. There is room for improvement, they acknowledge. But few feel the financial problems of higher education can be significantly reduced through more efficient management.

**O**NE THING seems fairly certain: The costs of higher education will continue to rise. To meet their projected expenses, colleges and universities will need to increase their annual operating income by more than \$4 billion during the four-year period between 1966 and 1970. They must find another \$8 billion or \$10 billion for capital outlays.

Consider what this might mean for a typical private





university. A recent report presented this hypothetical case, based on actual projections of university expenditures and income:

The institution's budget is now in balance. Its educational and general expenditures total \$24.5 million a year.

Assume that the university's expenditures per student will continue to grow at the rate of the past ten years—7.5 per cent annually. Assume, too, that the university's enrollment will continue to grow at *its* rate of the past ten years—3.4 per cent annually. Ten years hence, the institution's educational and general expenses would total \$70.7 million.

At best, continues the analysis, tuition payments in the next ten years will grow at a rate of 6 per cent a year; at worst, at a rate of 4 per cent—compared with 9 per cent over the *past* ten years. Endowment income will grow at a rate of 3.5 to 5 per cent, compared with 7.7 per cent over the past decade. Gifts and grants will grow at a rate of 4.5 to 6 per cent, compared with 6.5 per cent over the past decade.

"If the income from private sources grew at the *higher* rates projected," says the analysis, "it would increase from \$24.5 million to \$50.9 million—leaving a deficit of \$19.8 million, ten years hence. If its income from private sources grew at the *lower* rates projected, it would have increased to only \$43 million—leaving a shortage of \$27.8 million, ten years hence."

In publicly supported colleges and universities, the outlook is no brighter, although the gloom is of a different variety. Says the report of a study by two professors at the University of Wisconsin:

"Public institutions of higher education in the United States are now operating at a quality deficit of more than a billion dollars a year. In addition, despite heavy construction schedules, they have accumulated a major capital lag."

The deficit cited by the Wisconsin professors is a computation of the cost of bringing the public institutions' expenditures per student to a level comparable with that at the private institutions. With the enrollment growth expected by 1975, the professors calculate, the "quality deficit" in public higher education will reach \$2.5 billion.

The problem is caused, in large part, by the tremendous enrollment increases in public colleges and universities. The institutions' resources, says the Wisconsin study, "may not prove equal to the task."

Moreover, there are indications that public institutions may be nearing the limit of expansion, unless they receive a massive infusion of new funds. One of every seven public universities rejected qualified applicants from their own states last fall; two of every seven rejected qualified applicants from other states. One of every ten raised admissions standards for in-state students; one in six raised standards for out-of-state students.

**W**ILL THE FUNDS be found to meet the projected cost increases of higher education? Colleges and universities have traditionally received their operating income from three sources: *from the students*, in the form of tuition and fees; *from the state*, in the form of legislative appropriations; and *from individuals, foundations, and corporations*, in the form of gifts. (Money from the federal government for operating expenses is still more of a hope than a reality.)

Can these traditional sources of funds continue to meet the need? The question is much on the minds of the nation's college and university presidents.

► **Tuition and fees:** They have been rising—and are likely to rise more. A number of private "prestige" institutions have passed the \$2,000 mark. Public institutions are under mounting pressure to raise tuition and fees, and their student charges have been rising at a faster rate than those in private institutions.

The problem of student charges is one of the most controversial issues in higher education today. Some feel that the student, as the direct beneficiary of an education, should pay most or all of its real costs. Others disagree emphatically: since society as a whole is the ultimate beneficiary, they argue, every student should have the right to an education, whether he can afford it or not.

The leaders of publicly supported colleges and universities are almost unanimous on this point: that higher tuitions and fees will erode the premise of equal oppor-



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**T**UITION: We are reaching a point of diminishing returns.  
—A college president

It's like buying a second home.  
—A parent

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tunity on which public higher education is based. They would like to see the present trend reversed—toward free, or at least lower-cost, higher education.

Leaders of private institutions find the rising tuitions equally disturbing. Heavily dependent upon the income they receive from students, many such institutions find that raising their tuition is inescapable, as costs rise. Scores of presidents surveyed for this report, however, said that mounting tuition costs are "pricing us out of the market." Said one: "As our tuition rises beyond the reach of a larger and larger segment of the college-age population, we find it more and more difficult to attract our quota of students. We are reaching a point of diminishing returns."

Parents and students also are worried. Said one father who has been financing a college education for three daughters: "It's like buying a second home."

Stanford Professor Roger A. Freeman says it isn't really that bad. In his book, *Crisis in College Finance?*, he points out that when tuition increases have been adjusted to the shrinking value of the dollar or are related to rising levels of income, the cost to the student actually declined between 1941 and 1961. But this is small consolation to a man with an annual salary of \$15,000 and three daughters in college.

Colleges and universities will be under increasing pressure to raise their rates still higher, but if they do, they will run the risk of pricing themselves beyond the means of more and more students. Indeed, the evidence is strong that resistance to high tuition is growing, even in relatively well-to-do families. The College Scholarship Service, an arm of the College Entrance Examination Board, reported recently that some middle- and upper-income parents have been "substituting relatively low-cost institutions" because of the rising prices at some of the nation's colleges and universities.

The presidents of such institutions have nightmares over such trends. One of them, the head of a private college in Minnesota, told us:

"We are so dependent upon tuition for approximately 50 per cent of our operating expenses that if 40 fewer students come in September than we expect, we could have a budgetary deficit this year of \$50,000 or more."

► **State appropriations:** The 50 states have appropriated nearly \$4.4 billion for their colleges and universities this year—a figure that includes neither the \$1–\$2 billion spent by public institutions for capital expansion, nor the appropriations of local governments, which account

for about 10 per cent of all public appropriations for the operating expenses of higher education.

The record set by the states is remarkable—one that many observers would have declared impossible, as recently as eight years ago. In those eight years, the states have increased their appropriations for higher education by an incredible 214 per cent.

Can the states sustain this growth in their support of higher education? Will they be willing to do so?

The more pessimistic observers believe that the states can't and won't, without a drastic overhaul in the tax structures on which state financing is based. The most productive tax sources, such observers say, have been pre-empted by the federal government. They also believe that more and more state funds will be used, in the future, to meet increasing demands for other services.

Optimists, on the other hand, are convinced the states are far from reaching the upper limits of their ability to raise revenue. Tax reforms, they say, will enable states to increase their annual budgets sufficiently to meet higher education's needs.

The debate is theoretical. As a staff report to the Advisory Commission on Intergovernmental Relations concluded: "The appraisal of a state's fiscal capacity is a political decision [that] it alone can make. It is not a researchable problem."

Ultimately, in short, the decision rests with the taxpayer.

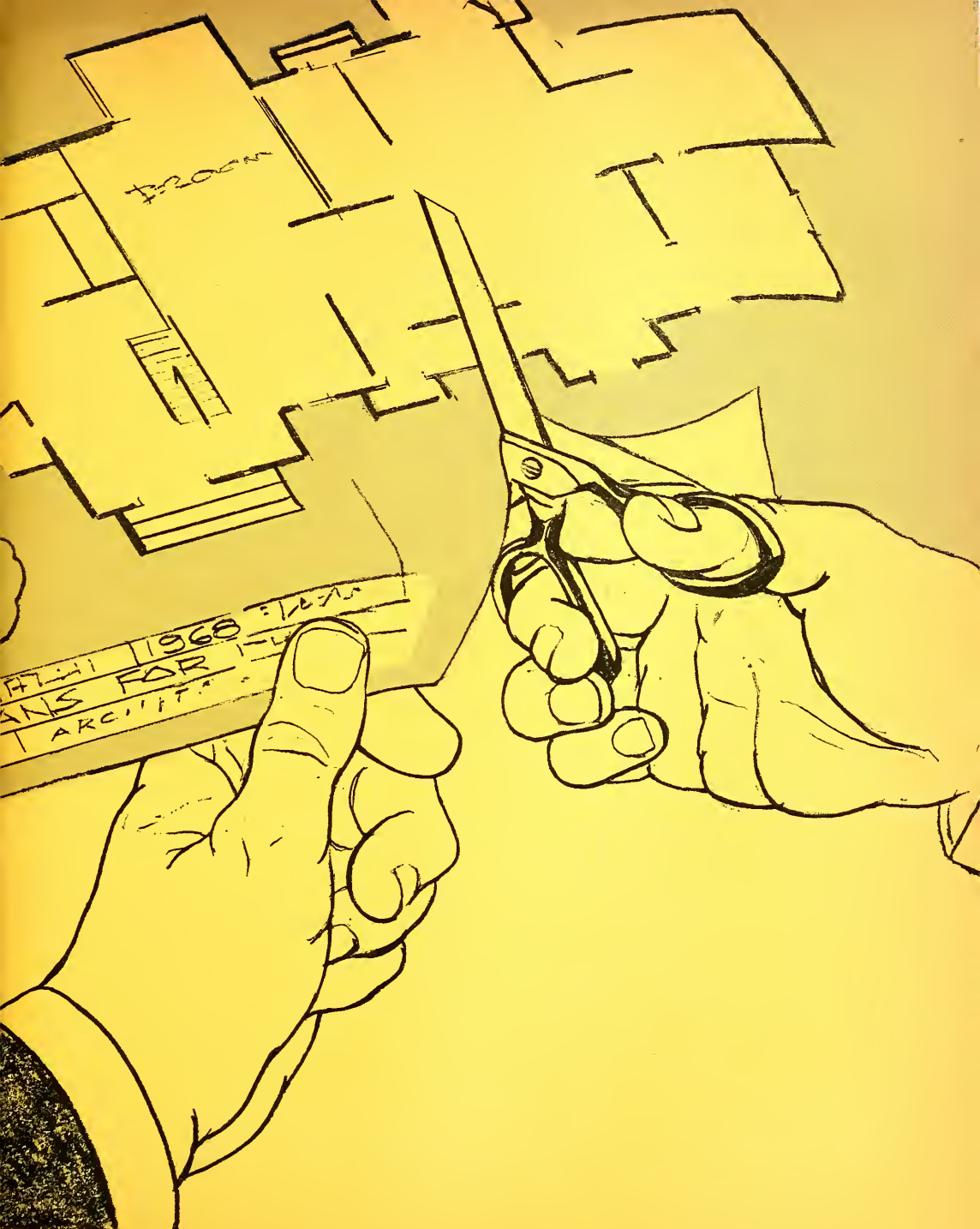
► **Voluntary private gifts:** Gifts are vital to higher education.

In private colleges and universities, they are part of the lifeblood. Such institutions commonly budget a deficit, and then pray that it will be met by private gifts.

In public institutions, private gifts supplement state appropriations. They provide what is often called "a margin for excellence." Many public institutions use such funds to raise faculty salaries above the levels paid for by the state, and are thus able to compete for top scholars. A number of institutions depend upon private gifts for student facilities that the state does not provide.

Will private giving grow fast enough to meet the growing need? As with state appropriations, opinions vary.

John J. Schwartz, executive director of the American Association of Fund-Raising Counsel, feels there is a great untapped reservoir. At present, for example, only one out of every four alumni and alumnae contributes to higher education. And, while American business corporations gave an estimated \$300 million to education





in 1965-66, this was only about 0.37 per cent of their net income before taxes. On the average, companies contribute only about 1.10 per cent of net income before taxes to all causes—well below the 5 per cent allowed by the Federal government. Certainly there is room for expansion.

(Colleges and universities are working overtime to tap this reservoir. Mr. Schwartz's association alone lists 117 colleges and universities that are now campaigning to raise a combined total of \$4 billion.)

But others are not so certain that expansion in private giving will indeed take place. The 46th annual survey by the John Price Jones Company, a firm of fund-raising counselors, sampled 50 colleges and universities and found a decline in voluntary giving of 8.7 per cent in 12 months. The Council for Financial Aid to Education and the American Alumni Council calculate that voluntary support for higher education in 1965-66 declined by some 1.2 per cent in the same period.

Refining these figures gives them more meaning. The major private universities, for example, received about 36 per cent of the \$1.2 billion given to higher education—a decrease from the previous year. Private liberal arts colleges also fell behind: coeducational colleges dropped 10 per cent, men's colleges dropped 16.2 per cent, and women's colleges dropped 12.6 per cent. State institutions, on the other hand, increased their private support by 23.8 per cent.

The record of some cohesive groups of colleges and universities is also revealing. Voluntary support of eight Ivy League institutions declined 27.8 per cent, for a total loss of \$61 million. The Seven College Conference, a group of women's colleges, reported a drop of 41 per cent. The Associated Colleges of the Midwest dropped about



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ON THE QUESTION OF FEDERAL AID, everybody seems to be running to the same side of the boat.

—A college president

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5.5 per cent. The Council of Southern Universities declined 6.2 per cent. Fifty-five major private universities received 7.7 per cent less from gifts.

Four groups gained. The state universities and colleges received 20.5 per cent more in private gifts in 1965-66 than in the previous year. Fourteen technological institutions gained 10.8 per cent. Members of the Great Lakes College Association gained 5.6 per cent. And Western Conference universities, plus the University of Chicago, gained 34.5 per cent. (Within each such group, of course, individual colleges may have gained or lost differently from the group as a whole.)

The biggest drop in voluntary contributions came in foundation grants. Although this may have been due, in part, to the fact that there had been some unusually large grants the previous year, it may also have been a foretaste of things to come. Many of those who observe foundations closely think such grants will be harder and harder for colleges and universities to come by, in years to come.

**F**EARING that the traditional sources of revenue may not yield the necessary funds, college and university presidents are looking more and more to Washington for the solution to their financial problems.

The president of a large state university in the South, whose views are typical of many, told us: "Increased federal support is essential to the fiscal stability of the colleges and universities of the land. And such aid is a proper federal expenditure."

Most of his colleagues agreed—some reluctantly. Said the president of a college in Iowa: "I don't like it . . . but it may be inevitable." Another remarked: "On the ques-

tion of federal aid, everybody seems to be running to the same side of the boat."

More federal aid is almost certain to come. The question is, When? And in what form?

Realism compels this answer: In the near future, the federal government is unlikely to provide substantial support for the operating expenses of the country's colleges and universities.

The war in Vietnam is one reason. Painful effects of war-prompted economies have already been felt on the campuses. The effective federal funding of research per faculty member is declining. Construction grants are becoming scarcer. Fellowship programs either have been reduced or have merely held the line.

Indeed, the changes in the flow of federal money to the campuses may be the major event that has brought higher education's financial problems to their present head.

Would things be different in a peacetime economy? Many college and university administrators think so. They already are planning for the day when the Vietnam war ends and when, the thinking goes, huge sums of federal money will be available for higher education. It is no secret that some government officials are operating on the same assumption and are designing new programs of support for higher education, to be put into effect when the war ends.

Others are not so certain the postwar money flow is that inevitable. One of the doubters is Clark Kerr, former president of the University of California and a man with considerable first-hand knowledge of the relationship between higher education and the federal government. Mr. Kerr is inclined to believe that the colleges and universities will have to fight for their place on a national priority list that will be crammed with a number of other pressing





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**C**OLLEGES AND UNIVERSITIES are tough. They have survived countless cataclysms and crises, and one way or another they will endure.

—A college president

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problems: air and water pollution, civil rights, and the plight of the nation's cities, to name but a few.

One thing seems clear: The pattern of federal aid must change dramatically, if it is to help solve the financial problems of U.S. higher education. Directly or indirectly, more federal dollars must be applied to meeting the increasing costs of *operating* the colleges and universities, even as the government continues its support of students, of building programs, and of research.

**I**N SEARCHING for a way out of their financial difficulties, colleges and universities face the hazard that their individual interests may conflict. Some form of competition (since the institutions are many and the sources of dollars few) is inevitable and healthy. But one form of competition is potentially dangerous and destructive and, in the view of impartial supporters of all institutions of higher education, must be avoided at all costs.

This is a conflict between private and public colleges and universities.

In simpler times, there was little cause for friction. Public institutions received their funds from the states. Private institutions received *their* funds from private sources.

No longer. All along the line, and with increasing frequency, both types of institution are seeking both public and private support—often from the same sources:

► **The state treasuries:** More and more private institutions are suggesting that some form of state aid is not only necessary but appropriate. A number of states have already enacted programs of aid to students attending private institutions. Some 40 per cent of the state appropriation for higher education in Pennsylvania now goes to private institutions.

► **The private philanthropists:** More and more public institutions are seeking gifts from individuals, foundations, and corporations, to supplement the funds they receive from the state. As noted earlier in this report, their efforts are meeting with growing success.

► **The federal government:** Both public and private colleges and universities receive funds from Washington. But the different types of institution sometimes disagree on the fundamentals of distributing it.

Should the government help pay the operating costs of colleges and universities by making grants directly to the institutions—perhaps through a formula based on enroll-

ments? The heads of many public institutions are inclined to think so. The heads of many low-enrollment, high-tuition private institutions, by contrast, tend to favor programs that operate indirectly—perhaps by giving enough money to the students themselves, to enable them to pay for an education at whatever institutions they might choose.

Similarly, the strongest opposition to long-term, federally underwritten student-loan plans—some envisioning a payback period extending over most of one's lifetime—comes from public institutions, while some private-college and university leaders find, in such plans, a hope that their institutions might be able to charge "full-cost" tuition rates without barring students whose families can't afford to pay.

In such frictional situations, involving not only billions of dollars but also some very deep-seated convictions about the country's educational philosophy, the chances that destructive conflicts might develop are obviously great. If such conflicts were to grow, they could only sap the energies of all who engage in them.

**I**F THERE IS INDEED A CRISIS building in American higher education, it is not solely a problem of meeting the minimum needs of our colleges and universities in the years ahead. Nor, for most, is it a question of survive or perish; "colleges and universities are tough," as one president put it; "they have survived countless cataclysms and crises, and one way or another they will endure."

The real crisis will be finding the means of providing the quality, the innovation, the pioneering that the nation needs, if its system of higher education is to meet the demands of the morrow.

Not only must America's colleges and universities serve millions more students in the years ahead; they must also equip these young people to live in a world that is changing with incredible swiftness and complexity. At the same time, they must carry on the basic research on which the nation's scientific and technological advancement rests. And they must be ever-ready to help meet the immediate and long-range needs of society; ever-responsive to society's demands.

At present, the questions outnumber the answers.

► How can the United States make sure that its colleges and universities not only will accomplish the minimum task but will, in the words of one corporate leader,



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NOTHING IS MORE IMPORTANT than the critical and knowledgeable interest of our alumni. It cannot possibly be measured in merely financial terms.  
—A university president

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provide "an educational system adequate to enable us to live in the complex environment of this century?"

► Do we really want to preserve the diversity of an educational system that has brought the country a strength unknown in any other time or any other place? And, if so, *can* we?

► How can we provide every youth with as much education as he is qualified for?

► Can a balance be achieved in the sources of higher education's support, so that public and private institutions can flourish side by side?

► How can federal money best be channeled into our colleges and universities without jeopardizing their independence and without discouraging support either from the state legislatures or from private philanthropy?

The answers will come painfully; there is no panacea. Quick solutions, fashioned in an atmosphere of crisis, are likely to compound the problem. The right answers will emerge only from greater understanding on the part of the country's citizens, from honest and candid discussion of the problems, and from the cooperation and support of all elements of society.

The president of a state university in the Southwest told us: "Among state universities, nothing is more important

than the growing critical and knowledgeable interest of our alumni. That interest leads to general support. It cannot possibly be measured in merely financial terms."

A private college president said: "The greatest single source of improvement can come from a realization on the part of a broad segment of our population that higher education must have support. Not only will people have to give more, but more will have to give."

But *do* people understand? A special study by the Council for Financial Aid to Education found that:

► 82 per cent of persons in managerial positions or the professions do not consider American business to be an important source of gift support for colleges and universities.

► 59 per cent of persons with incomes of \$10,000 or over do not think higher education has financial problems.

► 52 per cent of college graduates apparently are not aware that their alma mater has financial problems.

To America's colleges and universities, these are the most discouraging revelations of all. Unless the American people—especially the college and university alumni—can come alive to the reality of higher education's impending crisis, then the problems of today will be the disasters of tomorrow.

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The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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At reception are Leslie Schooley '72; Kay White '72; Virginia Crane '72; Tina Brownley '69, President of Student Government; Ann Worthy Johnson '38, Director of Alumnae Affairs; Linda Story '72; Lou Frank '69, Judicial Council Chairman; Catherine Wilson '72. Freshmen are daughters of alumnae.

## The Class of 1972 and Black Cat



Juniors come to Black Cat as Christopher Robins.



A moment of action caught during Black Cat skit.



It looks like rehearsal, but it is the skit.



Class of '69's faculty sponsors, Michael Brown and Jane Pepperdene, lead parade.



Senior Raggedy Anns pose with faculty sponsors, President Alston, and young mascot, Mary Kathleen Brown, daughter of sponsor Michael Brown.



# Freshman Activities

Freshman alumnae daughters Nancy Weaver, Beth Cathey, Betsy Laseter, Louise Hardy meet Social Council President, Minnie Bob Mothes.



Dean Carrie Scandrett '24 greets a freshman's mother and father.



Assistant Dean Mollie Merrick assures Mr. and Mrs. Raymond Jones that Sharon Jones '72 will have a good year.



Dean C. Benton Kline meets parents at an informal coffee following a special orientation program for freshmen parents.

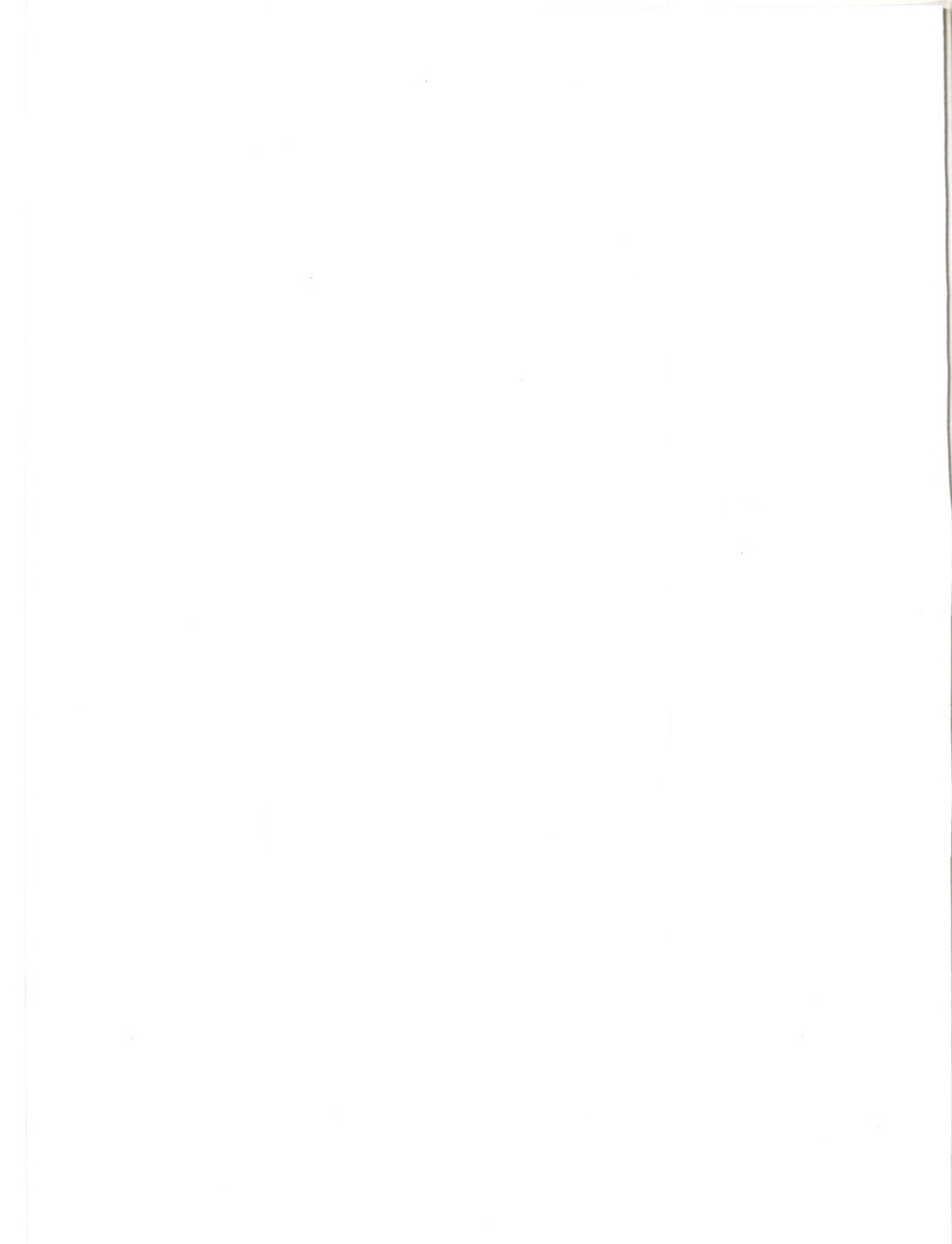


On Freshman Registration Day new students are entertained in "Rebekah Rec Room."



Social Council holds a drop-in coffee for freshmen.





## DEATHS

### Faculty

**Maude Morrow Brown** (Mrs. Calvin S.), former chairman of the Department of Ancient Languages, May 3, 1968.

### Institute

**Levis Coley Owens** (Mrs. Marvin F.), December, 1967.

**Corrine Cotten Hodges** (Mrs. T. S.), mother of Marian Hodges Anthony '29, July 20, 1968.

**Lucy Durham Goss** (Mrs. John H.), date unknown.

**Anna Green Barry** (Mrs. R. E.), October 24, 1968.

### 1915

**James Noble Shryock**, husband of Martha Brenner Shryock, June 28, 1968.

### 1920

**Crawford Shealy**, husband of Lurline Torbert Shealy (deceased), date unknown.

### 1925

**Mrs. Marshall Pope**, mother of Julia Pope and Letty Pope Prewitt '29, recently.

### 1927

**Bascombe Britt Higgins**, husband of Katharine Gilliland Higgins, Sept. 1968.

**Lucia Nimmons McMahon** (Mrs. David), fall, 1967.

### 1928

**Mrs. H. S. Harper**, mother of Dorothy Harper Nix, March 5, 1968.

**Janet Lauck MacDonald**, July 17, 1968.

### 1929

**Joseph Lynch Anthony**, husband of Marian Hodges Anthony, August 11, 1968.

### 1930

**Mrs. William F. Dunbar**, mother of Augusta Dunbar, October 8, 1968.

**Mildred Lamb Lindsay** (Mrs. Carl W.), summer, 1968.

### 1932

**Frances Arnold**, November, 1967.

### 1935

**Frank Daniel Wood**, father of Virginia Wood Allgood, April 16, 1968.

### 1938

**A. L. King**, father of Eliza King Paschall, Sept. 9, 1968.

### 1941

**Helen Gilmer Lifsey** (Mrs. J. H.), Jan. 4, 1968.

### 1946

**Mrs. Walter Hurt Cargill, Sr.**, mother of Mary Cargill, Nov. 30, 1967.

**Dr. J. S. Hall**, father of Carolyn Hall Medley, summer 1967.

**Mr. F. P. Robinson**, father of Betty Jane "Robin" Robinson Boykin, Feb. 24, 1966.

### 1949

**Mrs. Richard Lee Beale**, mother of Glassell Beale Smalley '47 and "Easy" Beale McGaughey, Sep-September 9, 1968.

**Brown M. Hamer**, father of Margaret Louise Hamer Floyd, July 12, 1968.

### 1951

**F. M. Akers**, father of Gail Akers Lutz, June 20, 1968.

**Dr. Henry G. Jones**, father of Amy Jones McGreevy, winter, 1967.

### 1955

**Jane Davidson Tanner** (Mrs. Terrell B.), Sept. 7, 1968.





## Worthy Notes



# Farewells and Greetings Mark the Fall of '68

A SECRET well kept on a woman's college campus is an unbelievable event. It happened at Agnes Scott this fall when Dean C. Benton Kline's resignation, a decision made many months ago, was announced.

The resignation was effective January 1, 1969, when Dr. Kline assumed duties as professor of theology and dean of the faculty of Columbia Theological Seminary in Decatur. Because he will be next door and will continue to teach some of his philosophy courses at Agnes Scott, the wrench of "losing" him is not as severe as it might be.

But there is a feeling of grief, of personal loss, among us on this campus. Because Ben Kline, aside from his sensitive and competent administrative work as dean of the faculty and his superb teaching, formed the kinds of relationships with others in the college community which are irreplaceable.

This was particularly true in his contacts with students. Only he (and, perhaps, his wife, Chris) know about the numberless hours he spent counselling individuals (and groups of) students. A student might go to him with an "academic" problem (somehow, in current student parlance Dean Kline was not part of "The Establishment"—I would guess because he could listen so splendidly and did not have to say "no") and find herself pouring out to him all sorts of personal worries and frustrations. In short, Ben Kline lent the talents that make up his personality to supporting the growth of young women at Agnes Scott.

Students can say what they feel about Dean Kline better that I can. Here is the lead editorial from *The Profile* (student newspaper) of November 15, 1968, titled "Polynesia":

"Polynesia and his friends. The phrase from the 1967 Junior Jaunt faculty skit is a good way to describe the affection between Dean of the Faculty C. Benton Kline and Agnes Scott students. It captures both the lightness and solidarity of the relationship.

"When he announced his resignation to assembled students Tuesday night, a number of girls gasped audibly. In those gasps were held the years of personal relationships he had had with us. Memories of annual April Fools Day tricks, the sound of his voice reading the lists of names at Honors Day Convocation, and heaps of sodden Kleenex's full of tears that must have been shed in his office will stay with him and with us.

"The loss of Dean Kline is primarily personal. As Dr. Alston said after the Tuesday night meeting, the machinery of the college "will never miss a stroke." Dean Kline did his job well and his successors will carry on in the same vein. This we are assured of and can be thankful for.

"The only void left will be the personal one, empty of Dr. Kline the man, the friend. But we're really lucky—Columbia Seminary is only a bike ride away. He will not go out of our lives completely. And seniors were lucky enough to have him speak at their Investiture.

"We're lucky in another way also. We have Miss Gary and Mr. Brown to get to know better now. And in the years to come we'll find others to play pranks on, to lead us and to comfort us."

So, instead of saying farewell to Dean Kline, let's say "aloha" which in Hawaii can mean a greeting as well as a farewell. And let's speak a special greeting to two faculty members who move into the Dean of the Faculty's Office for the remainder of the academic year: Dr. Julia Gary, associate dean, who becomes acting dean; and Dr. Michael Brown, associate professor of history, who will occupy Miss Gary's former quarters.

Farewells of another kind will be in order in June when, as most of you are aware, three of Agnes Scott's "key" people retire: Dean of Students Carrie Scandrett '24, Librarian Edna Hanley Byers, and Chairman of the Art Department Ferdinand Warren. We can say "aloha" to them also, greeting them as new neighbors.

We spent September and October welcoming the class of 1973, 230 strong, the second largest freshman class in the history of the college. For them the Alumnae Association revamped its "alumnae sponsor" program, naming it "Alumnae Associates" and entertaining freshmen and participating alumnae at a brunch on a Saturday morning in October following "Black Cat."

My most special greetings I reserved for the two new members of the Alumnae Staff. They are: Mary Cargill '46, office manager, and Anne Diseker Beebe '67, assistant to the director for fund raising. We are back in elegant offices—come to see us!

*Anne Worthy Johnson '38*

The Class of 1969 marches into Gaines Chapel for their Investiture.





# Agnes Scott

THE ALUMNAE QUARTERLY

WINTER 1969





FRONT COVER: Tina Brownley '69, President of Student Government, finds a most rare moment for relaxation and reading. She says (see article, p. 2), "I personally suspect that Student Government is the greatest sapper of academic vitality on this campus."



THE ALUMNAE QUARTERLY VOL. 47 NO. 2

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## Agnes Scott's Third Dean of Students

MISS ROBERTA K. JONES has been named dean of students at Agnes Scott College. She succeeds Miss Carrie Scandrett, who retires in June, having served as dean of students for 31 years.

Miss Jones will join the Agnes Scott staff on August 1 and will become the third dean of students in the college's eighty year history, following Miss Nanette Hopkins, dean for 49 years, and Miss Scandrett.

Miss Jones has been associate dean at Valdosta State College for the past two years and was formerly on the staff of the dean of students at Ohio State University, where she was director of a coeducational residence hall. She was on the dean's staff at the University of Georgia for six years.

In announcing the appointment of Roberta Jones, President Wallace M. Alston said, "I am impressed with the fact that Miss Jones combines youth with

maturity to a remarkable degree. Her preparation consists of both academic achievement and practical experience in her chosen profession. I am convinced that she will make a significant contribution to the lives of our students at Agnes Scott."

The daughter of Lt. Col. (ret.) and Mrs. Virlyn Y. Jones, now of Athens, Georgia, Miss Jones studied and traveled in the Orient and in Europe before taking her A.B. degree at the University of Georgia. She holds an M.A. degree in student personnel administration from Ohio State University.

The new dean's professional memberships include the National Association of Women Deans and Counselors, the American Personnel and Guidance Association, the American College Personnel Association, the Georgia Association of Women Deans and Counselors, and the American Association of University Women.

*"Resolution of both the traditional traumas and the unique personal calamities of growing up rests ultimately with the individual and the other individuals to whom she may go for help."*

## A USUAL, IF PAINFUL, PHENOMENON —

IN THE PAST few months we have all been inundated with the type of political oratory which Robert Bendiner describes as "... those grandiloquent outpourings, which credit one political sect with genius, patriotism, courage, and defense of the American home while holding the other responsible for wars, crime, early frost, and the Colorado beetle." The only thing certain at this point is that we are in for ever so much more of this fare for the next few months, and so I'll spare you all the aspects of the usual rah-rah rhetoric. We know our purpose; I can safely assume that we are all here because we care for Agnes Scott for various reasons and because we feel that Student Government can make some kind of a contribution to life at our College—for after all, judging from past experiences, nobody comes to "Retreat" simply for a comfortable, relaxing extension of summer vacation.

Since this will be the next-to-last time that I can address Student Government and freely express my own personal opinions, and since the last time will be when I turn this marathon operation over to my successor next spring, when our attempt at realizing the actual from the potential will be over and done, I want to speak of what I would like to see us accomplish—or at least begin—through our collective *kinesis*.

Every new Student Government begins in the spring with the proverbial efficiency of the new broom, but somehow in the fall as we exert all our energy in welcoming the freshmen and extolling the virtues of Agnes Scott to them, we seem to grind to a halt and lose the impetus of the spring beginning which was driving us toward confrontation of basic problems of life at Agnes Scott. Now don't get me wrong—I think the orientation of freshmen, the striving to incorporate new students into our community, is one of Student Government's most important endeavors. What I am saying is that even as we pursue our work in introducing the College to its newest inhabitants, we must continue the tasks we began in the spring. Even as we convey to the

freshmen the enthusiasm and deep feeling we have for Agnes Scott, we need to let them know, subtly, that they are stepping into a situation that is not static but is constantly being studied and changed to meet the needs of students. Freshmen need to be made aware not only that we love this College and this way of life, but also that we are continually trying to make it even better.

At this moment I'd like us to think about one of the things we began working on last quarter, the pervasive discontent and dissatisfaction at Agnes Scott so compellingly unsettling that in the spring faculty, students, and administration joined to form a committee named the "Committee on the Problem" (COP) to work on this. The catch, sad to say, is that no one really knows what the *problem* is. And yet we can trace its course through the school year.

Obscured in the hustle-bustle of the school's opening and the happiness at being back with friends and returning to ever-promising prospects, this uneasiness, unhappiness surfaces briefly about the middle of fall quarter, to be partially assuaged by Thanksgiving homecomings, and to be well-covered with bright anticipations of Christmas, which offers a by-this-time welcome chance for a new beginning in January. But with the advent of winter quarter, with no Thanksgiving and no Christmas, and with the bleak weather, the *problem* plagues various people in many different ways, and each winter quarter at Agnes Scott becomes increasingly to be considered *the* "Winter of our discontent."

Spring blooms forth, bringing with its weather improvement hopes of change, expectations of a "different" next year with a new Student Government. One feels that perhaps the old guard exits just in time. But this year many of us are to be the old guard, and I want us to exit not just crawling out exhaustedly thankful that it's all over, but to leave with the knowledge that we have tried to face and grapple with the essential dissatisfactions on this campus. How can this cycle of

# Student Malcontent

uneasiness and unhappiness which appears as regularly as the blight in middle fall quarter and grows to climactically epidemic proportions in winter quarter be dealt with?

Now, before you dismiss all this as over-dramatization, I want to say that I realize that this discontent does not affect everyone at Agnes Scott. Perhaps it has never hit you personally—but I doubt that there is a person in this room who hasn't seen some close friends of hers suffer this experience. I don't feel this malaise is a death blow, but I do believe it is crippling and demoralizing to both the individuals involved and by association to the campus as a whole; I think the unhappiness is wide-spread enough to make it a legitimate concern of Student Government and of every sensitive person at Agnes Scott.

The problem could be generated from one or both of two sources: 1) the individual student, or 2) the environment. Let's take the individual first. Historically, students have always been restless; as a Stanford professor writes in *Saturday Review*:

Students have always been difficult to live with . . . Medieval students rioted, dumped garbage on passersby, wrote erotic or ribald poems and read them on church steps . . . coerced their professors and occasionally killed one. Colonial college students rioted about food, stole, took pot shots at university presidents, protested infringement of their private lives . . . Nineteenth-century college students took sides over the Civil War and demanded a voice in academic governance. Twentieth-century students signed the Oxford Peace Pledge, joined in the Spanish Civil War, rioted over food, violated the Eighteenth Amendment, and experimented with sex.

The alienation and unhappiness of youth are perennial themes in literature; W. Somerset Maugham poignantly expresses the feeling in portraying one of his characters:

He did not know how wide a country, arid and pre-  
(Continued on next page)



ABOUT THE AUTHOR: Martine W. Brownley from Clemson, S. C. is President of Student Government at Agnes Scott this year. Her ability to face academic and social questions both fairly and squarely, her attractive personality and concern for others have enabled her to function as an incomparable student leader. Tina is a member of Mortar Board, is now engaged in the Independent Study program and has just been elected to Phi Beta Kappa.



# Student Malcontent

(Continued)

citious, must be crossed before the traveller through life comes to an acceptance of reality. It is an illusion that youth is happy, an illusion of those who have lost it; but the young know they are wretched, for they are full of truthless ideals which have been instilled into them, and each time they come in contact with the real they are bruised and wounded . . . they must discover for themselves that all they have read and all they have been told are lies, lies, lies; and each discovery is another nail driven into the body on the cross of life.

So, given historical and literary perspective, student malcontent can be accepted as a quite usual, if painful, phenomenon.

I think there is not any question that the personal discontent of individual students plays a part in the general *problem* at Agnes Scott. Nothing is as infectious as dissatisfaction, and being as closely associated and interdependent as we are in our community, we cannot help but care and worry if one of our fellows is unhappy. So what can Student Government do for individual problems? Actually, nothing much as a group, except perhaps offer opportunities such as CA's "Cabin Discussions," for free exploration of the commoner obstacles encountered in college life. Only as individuals responding to other individuals can we help, and this interaction is strictly a personal and private matter. Resolution of both the traditional traumas and the unique personal calamities of growing up rests ultimately with the individual and with other individuals to whom she may go for help.

Now to the environment. Having already artificially disengaged the individual from her surroundings to take a close look at her, I ask you to forgive me as I again artificially divide the environment into the academic area and the social domain with social including all community functioning and interacting not strictly related to the academic. As far as academic activities are concerned, discontent in this area seems minimal. Channels are wide open here, and students can respond and are responded to; the Committee on Academic Problems has proven most energetic in effecting desired changes. Given that no one can hope to personally respond to and like every single teacher and course she encounters, academic affairs at Agnes Scott are relatively satisfactory to everyone. Granted, there is pressure. Unless the content of courses is sharply decreased, little can be done to lessen the work load. Also, much of the pressure here is the personal pressure the individual places or brings on herself. This is generally

going to be applied no matter what the situation. The one constantly aspiring to achieve never rests, and the procrastinator always will wait for the last-minute pile-up.

And so, finally turning to the social sphere of the Agnes Scott environment, we come face-to-face with the Honor System, the set of procedures governing our interactions with each other and with those outside the Agnes Scott community. I did not refer to the Honor System when reviewing academics, because it is generally felt that the Honor System functions quite effectively in this area. The social sphere presents a different picture.

Two statements from a National Student Association study of honor systems seem to sum up the Agnes Scott problem: 1) "An Honor System can function properly on a campus only as long as the students actively accept and respect its standards"; and 2) "When the legislative body of a college institutes laws which are not commonly respected, it is natural for a part of the student body to view the entire system as a police action." There is no question that a sizable segment of the Agnes Scott student body is not accepting some of the social standards delineated in the Honor System. Student Government in my three years here has, with notable exceptions, skirted the major centers of discontent in the social sphere and in addition has shown itself increasingly powerless to deal with groups or individuals known as flagrant rule-breakers.

## Abuse of Honor System

I used to think that Student Government was simply ignorant of various abuses of the Honor System, but now I realize the facts. Student Government knows perhaps even more than the average student about just where infractions are taking place; but the "I'll do it, deny it, and just try to stop me" student attitude becoming more widespread prevents action, either rehabilitative or retaliative. This is the attitude of Agnes Scott students who would never consider cheating or stealing; who would not smoke in undesignated areas, because they realize that most of the Smoking Policy is to protect buildings from fire rather than to keep students away from cigarettes; but who drink, and proclaim that, if caught, they will deny everything, because they deeply believe that a state law with forces detailed to arrest infractors has no place in an Honor System where rules are enforced by individual consciences.

As one writer notes, "When a man feels that he is living in somebody else's world, he withdraws from it into a world that he can control. He gives the other world lip service but he does not care for it." It is always easier to destroy than to create, to disregard and ignore

rather than to face and challenge, and much of our student body, having dismissed working for changes as fruitless and wasted effort, have retreated to do as they please in certain areas.

One novelist has written: "... the real trials of life are not the great tragedies. Not these, but the small vexations that come back over and over." Small vexations incorporated into rules become a nuisance; small vexations incorporated into rules incorporated into a system resting on personal integrity, the core of one's being, become a true burden for the individual. I have three objections to the way the Honor System is functioning today: first, petty rules are providing a scapegoat for those whose personal problems stand at the core of their difficulty; second, constant controversy generated over parts of the Honor System is interfering with academic endeavor on this campus, and third, and most important, the Honor System's present functioning is in too many cases hurting rather than helping individual development.

### Rules as Scapegoats

First, rules as scapegoats. I have said that some of the problem here stems from personal troubles of individuals. Too many people who are simply dissatisfied with themselves now turn to the rules as a too-convenient scapegoat. "If I could only do so-and-so, then I'd be happy" runs the plaintive cry. The truth, of course, is that no matter what the student could do, she would be unhappy, because she is carrying her unhappiness within. By attributing discontent to the environment, students escape from facing essential unhappiness within themselves. I have said Student Government in general cannot make any mass moves to settle individual problems; it can, however, remove certain of the small frustrations which in some cases amplify the original problems to unbearable degrees. Removal of such vexations could insure that rules would not provide convenient substitutes for true difficulties.

Second, interference with the academic. G. A. Miller writes, "Unfortunately the American ideal of the good mixer somehow become dominant over the American ideal of individualism; intellectual excellence became second in importance to life adjustment." Far too much of the effort expended on this campus goes toward constant discussion and reiteration of the same old frustrations. (I personally suspect that Student Government is the greatest sapper of academic vitality on this campus.) The more time we spend in constant meetings hashing over but never doing anything about the same old problems, the less time is left for study.

The frustration generated as we try to deal with problems engendered by an Honor System outmoded in

several areas is tremendous; and frustration is not only, in the words of Louis Auchincloss, "the hardest thing in the world for a woman to make attractive," but it is also a real barrier to effective living and working. Let a Student Government member go to Rep Council, attend a committee meeting, talk to a few people about the general topic discussed, and when she finally sits down late at night to study, the average soul is too tired, disturbed, discouraged, stirred-up, or just plain mad to do any worthwhile work. Let's deal with the small vexations and frustrations so that our environment can be conducive for those wishing to pursue academic goals to do so. Those who now want to study almost have to completely disregard Student Government and disengage themselves from campus problems to have peace of mind, a prerequisite for satisfying study.

Finally, detrimental effects on individuals. The most important purpose of our Honor System, secondary even to the System's importance in regulating community functioning, is its role in developing and strengthening the character of the individual student. Yet, when many students face regulations they cannot believe in, but are bound by their personal honor to uphold, impossible situations result. Some uphold although they do not accept or respect; others abandon the whole system in disgust; some obey parts and forget the rest. It stands to our collective shame that the most important lesson many learn at Agnes Scott is how to rationalize honor. Those who obey are frustrated; those who do not obey are even more harmed, for as George Eliot writes, "The yoke a man creates for himself by wrongdoing will breed hate in the kindest nature . . ." Those who disobey do not believe that they are doing wrong, but they know the community would disapprove their actions; this sense of disparity, plus the hypocrisy necessary to continue living outside rules at least nominally accepted by those around them, places a burden on students which certainly breeds resentment, dissatisfaction, and unhappiness.

### Guidelines for Individuals

I realize that some restrictions on the individual are necessary for insuring a safe, effectively functioning community. It is unfortunate but true that the great unfettered individual went out with the Achaeans; Homer centered the greatest work of western literature on Achilles, but our society today would court-martial him. Nevertheless, within the necessary parameters of community living, each individual should be allowed the maximum of personal freedom. What we need is a set of guidelines adhered to by a majority of the student body, and then we need to make these regulations stick.

*(Continued on next page)*

# Student Malcontent

(Continued)

With sensible rules accepted and respected by the student body, Student Government could in conscience stand for complete enforcement.

To make changes will require tolerance. Some elements at Agnes Scott, found perhaps more in the student body itself than in the administration or faculty, do not wish to relinquish their supposed hold over the lives of others. Students hesitate even to allow freedom of dress to their fellow students, much less freedom of action. The only answer to this kind of attitude is succinctly stated by Camus: "There can be no question of holding forth on ethics. I have seen people behave badly with great morality and I note every day that integrity has no need of rules."

## Freedom in the Social Sphere

Whether or not we want to give the student greater freedom in the social sphere, all around us the trend is being set. I call your attention to the following:

Colleges . . . are not churches, clinics, or even parents . . . It is when the institution claims too much that it becomes suspect. And it is when an institution attempts to regulate beyond what is necessary to achieve its limited educational goals that it becomes vulnerable. Whether or not a student burns a draft card, participates in a civil rights march, engages in premarital or extramarital sexual activity, becomes pregnant, attends church, sleeps all day, or drinks all night is not really the concern of a collegiate institution, as an educational institution. When colleges regulate such behavior, as many do, they are by implication taking responsibility for developing patriotism, one system of social standards, one system of health standards, and one religious stance—activities which more properly are the province of other social institutions.

This is not to say that such matters may not be of concern to an institution or that it cannot deal with them. But if they be of concern, it should be an educational concern—even a curricular one. Instruction in sex hygiene, ethics, law, or health is appropriate. Requiring a specific kind of behavior is no more appropriate than a requirement that all who finish a course in American government vote for the Democratic party.

No, not Columbia's Mark Rudd, nor Berkeley's Mario Savio. That was Dr. Lewis B. Mayhew, president of the uncontroversial American Association for Higher Education.

Please be exactly clear on what I mean. I am not saying *no rules*. I, personally, strongly dislike the chaos of an unregulated person or group. I am not saying have no care or concern for the lives of your fellows. Our Christian commitment, the bedrock on which Agnes Scott was founded, makes such concern a vital part of our heritage. I am not screaming for riot and revolution. But what I am urging is an honest, realistic assessment of our Honor System. Long ago Socrates defended the conduct of his life by saying, "The unexamined life is not worth living for a man," and it is time for close scrutiny of our way of life. As one author notes, "Systems can run for a long time and seem healthy. Systems are no better than men; both have a built-in inability to know what saps their vitality. All too often a man, or a system, fails to realize that vitality is going until it is gone. Every now and then there comes a time for stock-taking." Moves for change should be carefully thought out and responsibility made through existing channels, as long as these channels remain as effective as they have been. Gradual alterations are the best and most lasting. But at the same time I do not minimize the urgency of the situation. "Time" magazine's summation of the world situation reflects the surging impulse of our times, which even Agnes Scott is feeling in a way:

Everywhere is sweeping a vast yearning for new freedoms and fulfillments . . . In this heated situation, old institutions are too often archaic and unresponsive to change. Instead of plunging forward with history, the Kremlin fears the Czech disease of freedom. The Vatican is impelled to ban the pill. Congress rejects effective gun regulation. Whatever the issue or nation, something loosely called "the establishment" resists aspiration and innovation.

## Reform is Difficult but Necessary

So, in the end it's up to you all, for Student Government leaders can only do what you want: it is we who in the end are in the truest sense followers. This Student Government has instituted two big changes—the Dormitory Sign-out System and the Reorganization of Rep Council—but these were actually the work of Zolly and the 1967-68 Student Government: in what Thomas Hardy calls "the ill-judged execution of the well-judged plan of things," we simply put the final official stamp of approval on their work. Our own work lies ahead. Reform is always a difficult, usually thankless, task: reform, however, is also necessarily a part of the move from the potential to the actual. How much you are prepared to do to effect this *kinesis* is yours to determine.

# Adaptation, Adaptability...

## And Something More

By JOHN A. TUMBLIN

WHEN I WAS growing up some of my best friends were turtles, and monkeys, and dogs. Though I never really *knew* one, I was fascinated by some lions I met in a zoo and by wolverines of whom I had only read in nature books. I would have enjoyed being friends with a lion, but wolverines are said to be incapable of friendship.

Some of my best friends still remind me of animals, and a college is a veritable menagerie. Just look at the faculty in this light: there are basset hounds, and airdales, and shaggy Labrador retrievers. Why is it that most of them remind me of dogs? There are sophomores who are like turtles, and cocker spaniels, and gazelles, and squirrels, and colts, and wonderful combinations of several species at once. I've seen a few lionesses on the campus in my day: cool, proud, strong, killer types . . . killers who can also relax, and purr, and be friendly-playful like an overgrown cat. I don't think I've met any wolverines during my years here, although I could be mistaken. Since I've never known a non-human wolverine I might not recognize the real essence of wolveriness. But I've been told that they are relatively small, few in number, extremely strong, and obsessively destructive. They are said to enjoy eating carrion, to kill what they don't intend to use, to destroy what other animals have laid in store, and to pollute what they can't destroy so that others cannot use what is left when they are finished. There are some terribly aggressive animals in this college, and I'm glad that there are, but there aren't any wolverines as far as I can tell.



EDITOR'S NOTE: Dr. Tumblin is back from a year's leave, complete with mustache and pipe. Sophomores asked him to address their parents, and this article is edited from the delightful talk he gave during Sophomore Parents' Week End in February.

Animal-watching is fun, be it in the Okefenokee Swamp or on this campus. To do it effectively one must know and understand something of what the habitat is like, and that is *one* reason for inviting parents to become participant observers from time to time. You will notice, dear parents, that in spite of what your daughter says when she phones for fifty dollars in order to escape for a week-end at Suwanee, this habitat is *not* like a zoo. It is better described by the *title*, though not by

the *content*, of Mary McCarthy's book, *The Groves of Academe*.

There are lines of demarcation between our grove and other ecosystems, and territories within it have been hacked out both by custom and competition. But there are no fences, no iron bars. Some of its inhabitants spend their academic lives hidden in the dark cool recesses; others use it only as a reference point and place of rest from which to explore environments beyond, and many regularly cross back and forth on the bridges that link it with what they like to call "the world outside."

I've been in this grove for eight years, now, and find it a fascinating, surprisingly complex habitat. So are its many individuals and classes of inhabitants. As a participant observer I must be careful to compare continually what I think I see with what other observers report about this and similar habitats. We ask each other questions and exchange sage answers which are then modified by new observations and observers. Are students changing? Of *course* they're changing, in *many* ways; that's what education and development are all about. Are students revolting? *Sure*, they're revolting, in *both* senses of the word, at times. Are they insensitive? No, they're not insensitive! They fairly bristle with nerve-endings attuned to every kind of experience that is human. And their heightened sensitivity is goading many of *us* back into a new examination of the fundamental values. (which they may express in novel ways), out of which the whole rationale of liberal arts

(Continued on next page)



## Adaptation

(Continued)

colleges arose. Students on another woman's college campus, last fall, fearful that their brand-new President would not understand this aspect of their lives, because he is a famous mathematician and former director of automation research for IBM, first reacted to him with coldness. But they "turned on again" and gave him a standing ovation when he outlined his ideals for a college in humanistic terms that included the following statement: "If a college has to have a motto today, it ought to be 'feel.'" I'm not sure I know what he meant, but they loved it. They're sensitive all right! Are they smart? Gads; many of them are so bright it's downright frightening!

### Turtles versus Monkeys

When I sort out the many descriptions and questions about the kinds of people we have on campus today, two stacks of them stand considerably higher than the rest. This would seem to indicate that these stacks contain either pronounced characteristics in the student population or an exaggerated concern on the part of the observers, or both. I think it's *both*. Now, one stack of descriptions/concerns says, in essence, that students are distressingly conforming, pliable, accepting, adjusted to the following of unchanging rules of rather dull and unamazing games. They're turtles! The other pile of observations/concerns states, basically, that students are undisciplined, personalistic, selfish, segmented, and so hell-bent on individualism that they won't cooperate with *any* program, including programs of non-cooperation! They're undisciplined monkeys!

How could one possibly reconcile these points of view when they seem so absolutely contradictory? Are the observers crazy, or incompetent? If they are . . . we might as well close up shop, for some keen minds have analyzed it this way. Is it that *some*

students are turtles and others are monkeys? That is part of the answer, but not all of it, by any means. As I see it, both kinds of statement are partly true, and there is reason to be thankful that they are.

### Change in Two Directions

In working toward a resolution of this seeming paradox, let's go back to a consideration of non-human animals, and be guided by the insights of a group of younger anthropologists at the University of Michigan. (Cf. Marshall Sahlins and Elman Service (eds.) *Evolution and Culture*.) These men have noted that in the evolution of living creatures, change takes place in two directions, or in two ways. One direction is adaptation to a limited environment, by specialization. The other is toward a more complex, sophisticated animal, not especially adapted to any one environment, but able to function in a variety of settings.

In the first of these (the improvement of chances for survival by adaptation) the emphasis in the evolutionary process is on conformity, plasticity, and the kinds of adjustive changes that produce organisms capable of surviving and prospering by effectively using the resources of a given environment, *as it is*. Success, in this context, is to be judged in strictly relative terms, relative to that one, particular environment, without reference to what the organism might do in other, perhaps more challenging, situations. In this sense a turtle is a highly successful animal. He is admirably suited for meeting the limited set of problems he faces where he lives and, as a consequence, has survived for hundreds of years. But a concomitant of adaptation is stabilization, or if we use a value-laden term, *stagnation*. Good turtles don't learn to climb trees like squirrels, or fly like birds; their lives are much less filled with anxiety than a monkey's, but as Professor Harlow of the University of Wisconsin demonstrated here Wednesday night, they also miss out on a lot of interesting experiments.

Our Michigan anthropologists

call special attention to the *second* manner in which evolutionary change occurs. Along with the appearance of animals who are more and more *adapted* to limited environments there appear new types, evolutionary breakthroughs, who harness more energy, are more mobile and engage in more complex motions, have more parts and sub-parts, and need more complex nervous systems to regulate and coordinate their kind of increased intricacy. End-products of this kind of change have, in T. H. Huxley's words, "all-round adaptability." They can operate in a wider variety of environments and are less bound by a particular one, but they may actually have *less* chance of surviving in a limited setting than their specifically adapted cousins. Monkeys, when compared with turtles, are clearly seen to be the higher, adaptable form.

### Risks in Evolutionary Breakthroughs

Now it is important that we neither damn the turtles and praise the monkeys, nor vice versa. Both are successful, in their own way, and both kinds of change they represent are necessary to the life-systems in which they function. Within a species, fascinating variety is provided by adaptation, but extreme adaptation, from the life-systems standpoint, is non-progressive. Evolutionary breakthroughs for the total system occur by innovative, non-adjustive, initially deviant behavior. There are always risks in these breakthroughs, for the adaptive new individuals as well as for the life-systems of which they are a part. (It might be said incidentally, that one can usefully apply this same theoretical approach to social systems, such as colleges, instead of to their members. The groves of academe are also equilibria and mixtures of turtle-like adaptation and ape-like adaptability and more.)

But back to individual animals. The superficial parallels with inhabitants of the grove is quite obvious, of course. One occasionally sees some well-adapted turtles

among sophomores; they are so good at being daughters that they can't seem to become classmates; or so well adapted at being *Scotties* that it may be very difficult for them to become women. On the other hand one notices some who are so infuriatingly adaptable that they can't really become committed to *anything*. By comparison with the turtles these monkeys are so energetic, so individualistic, so curious about so many things, that they can no more engage in any kind of co-operative, concerted, regulated effort than they could fly by flapping their arms—but *that* they may be quite ready to try.

The parallels I have just drawn are really more caricatures than characterizations, for they are applicable in only a very few cases. My animal friends are clearly adapted or adaptable, but their human counterparts are something more than that. They are capable of changing both ways at the same time, for one thing. Furthermore, I've observed the majority of them exercising conscious choices, on the basis of values and goals they are quite capable of articulating, to be adaptable in activities to which close friends adapt, or to commit themselves with self-denying energy and single-minded purpose to causes

from which their roommates, under no pressure, remain comfortably aloof. I've seen them tough—planning and carrying out the destruction of a target—but hardly ever wantonly cruel. I've seen a great deal of behavior in support of justice, in the acting out of kindness, with unassuming uprightness.

I'm glad that in this grove animals don't have to be *either* turtles or monkeys, but can be turtlemonks, and monketigers, and eaglemice. And for a few years, anyhow, I hope it won't be inhabited by a wolverine. Although I might learn to like one as a student friend, I wouldn't want either of my sons to marry one!

Dr. Tumblin leaves Presser after his Sophomore Parents' Week End speech.



*"All normal people get discouraged at times. The forces against which we do battle often appear to be completely overwhelming, but . . . we can do what we are determined to do."*

# ... A Mind

ONE OF THE MOST influential theologians of our day has been Dr. Paul Tillich. He was born in the little town of Schönfliess, Germany, in the year 1886. Schönfliess is one of the old walled towns of Prussia. Even in his early years Paul Tillich was aware of the walls which seemed to give him a sense of claustrophobia. He would leave the town to get out in the open spaces and would run across the meadows or walk into the woods. He felt that within the walls his mind and spirit could not be free. This came to symbolize the spirit of this man. As a great scholar and teacher he spent his life trying to set others free from narrow misconceptions of religion.

Ironically enough, he left Schönfliess to go to Berlin in order to have the privilege of living in the great free and open city. Today it is impossible to think of that vibrant metropolis without again thinking of a wall. The Russians put it there. It is a scar upon the escutcheon of a great city to symbolize the deep and ugly divisions between men and their ideologies.

Walls seem to play a vital part in the life of man. Robert Frost, the patron saint of Agnes Scott, has written, "Something there is that doesn't love a wall and wants it down." Being a meliorist, however, that great poet could not take a biased point of view, but had one to say in that some poem, "Good fences make good neighbors."

I have lived in New England where there were rock fences or walls between the fields of the farmers. Their fields were originally strewn with stones. They had to do something with them, so they used them as land dividers. The same is true in Scotland and in Israel. I also have visited

walled cities. I have been to Germany several times, but have not seen the Berlin Wall. It is evident that there are good walls and bad walls. The difference is not in the walls but in the men who build the walls. Robert Frost said that the stone walls of New England make good neighbors. The construction of the Berlin Wall was a nonverbal statement that the Communists will not have people of the West as their neighbors.

2400 years ago a man by the name of Nehemiah, who was a cupbearer to the Persian king, Artaxerxes I, returned to the destroyed city of Jerusalem to undertake the rebuilding of the walls of that city. They had been torn down by the armies of the Babylon king, Nebuchadnezzar. Jerusalem was the city of Nehemiah's ancestors. He knew that it could never be a safe city with a strong civil government, free economic enterprise, domestic tranquility, cultural activity, and unhampered worship in its own temple with the protection of a wall. During its construction he was constantly harassed by his enemies. His memoirs, which are in the Bible, have cryptic insertions that indicate why that wall was finally completed. One entry says, "The people had a mind to work." When his detractors tried to get him to stop the work in order to have a discussion about the wall, he gave an answer also noted in his memoirs, "I am doing a great work and cannot come down." Triumph is noted with the additional entry, "And so we built the wall." The completion of this significant task enabled the prophet, Ezra, to see a fulfillment of his dreams in the reconstruction of the temple. It did even more than that, however.

It revitalized the Hebrew race itself, making it a pure ethnic division even unto this day.

In this discussion today I want to emphasize for you the particular frame of mind without which Nehemiah and the people of Jerusalem never could have built that wall. Without this same frame of mind we shall never be able to protect, nurture, and project the basic institutions and movements which are vital to our way of life. The home, the school, the church, the law, the government, economic enterprise, social amelioration, all draw their rock and mortar from the faith, the attitudes, the motivations, the industry, of the people.

Indecision is one of the chief enemies that confronts us all, both leadership and people. It is well for us to recall that when 300 years ago John Bunyan wrote *Pilgrim's Progress*, he was confronting his people with these same ideas. He presented to them his chief character, Christian, saying, "I dreamed and behold I saw a man clothed with rags standing in a certain place, with his face from his own house, a book in his hand, and a great burden upon his back. I looked, and saw him open the book, and read therein; and as he read he wept and trembled; and, not being able longer to contain, he broke out with a lamented cry, saying, 'What shall I do?'"

What serious person in our day, looking upon the massed array of public problems and issues in immediate confrontation does not raise the cry, "What shall I do?" Ours is a world of cause and effect, of resources and developments, of means and ends. We operate under inevitable laws. The

# to Work

By WAIGHTS HENRY

resources available to us are material, intellectual, spiritual, emotional, but in every case man has to begin with himself. If he is to be equal to his opportunities and responsibilities, he must engage in self-analysis to understand both his powers and his limitations. Then he must look outward to see what there is to augment his powers.

In literary discussions we often quote at this juncture Alexander Pope, who two and a quarter centuries ago said, "The proper study of mankind is man." This, of course, comes from his Essay on Man, and we need to read the oft-quoted line at least in a considerable portion of its context.

*"Know then thyself, presume not  
God to scan;  
The proper study of mankind is  
man.  
Plac'd on this isthmus of a middle  
state,  
A being darkly wise and rudely  
great;  
With too much knowledge for the  
skeptick side,  
With too much weakness for the  
stoic's pride;  
He hangs between, in doubt to  
act or rest;  
In doubt to deem himself a god  
or beast;  
In doubt his mind or body to pre-  
fer;  
Born but to die, and reasoning but  
to err;  
Alike in ignorance, his reason  
such,  
Whether he thinks too little or too  
much:  
Chaos of thought and passion all  
confused;*

*Still by himself abus'd or dis-  
abus'd;  
Created half to rise, and half to  
fall;  
Great lord of all things, yet a prey  
to all;  
Sole judge of truth, in endless er-  
ror hurl'd;  
The glory, jest, and riddle of the  
world!"*

We may smile when we hear man characterized as the glory, jest, and riddle of the world, but certainly man is all three. Alexander Pope sees man as restrained, not by the lack of any resources at his command, but by his own doubts. It is well for one to ask, as does Christian in Pilgrim's Progress, "What shall I do?" It is only by inquiry that we begin to initiate a program that puts Telstar in its place, or accomplishes the transplantation of vital organs in a human body. But the questioning must not become a crystallized status.

An Englishman said to an American, "You Americans have a habit that we simply cannot abide. You answer every comment that we make with another question." The American looked at him and said, "Is that so?" Along with any question that is raised there must be what Nehemiah termed "a mind to work." In this regard his framework of reference was faith in God, confidence in himself, and the assurance that his purposes were valid.

The lack of faith, or the loss of it, constitutes the greatest tragedy in human life. In either case, a verbal denial of God is not required. If one fails to see, or refuses to see, God at work in the life of the world, he be-

ABOUT THE AUTHOR: Dr. Waights G. Henry, Jr. president of LaGrange College, delivered this address on Honor's Day at Agnes Scott in October, 1968. A Yale graduate, he has been president of the Georgia Foundation for Independent Colleges and has served on committees of the Southern Association of Colleges and of the Association of American Colleges.





## A Mind to Work (Continued)

comes for practical purposes an atheist. His world view, therefore, is jaundiced. I enjoy reading Thomas Carlyle. A hundred years ago he poured forth from his home on Cheyne Row in London thoughts that came to influence a great number of his fellows. He was not only facile with his pen, but eloquent in conversation. However, he rarely finished any conversation without giving attention to either one of both of his two major themes, which were moral collapse and political decay. He failed to see that England was going through a great historical metamorphosis and that out of the struggles of working people who were disfranchised by the middle class industrialists through the nefarious Reform Bill of 1832, the English people were coming of age and British law would ultimately be the foundation of freedom, not only for England, but for a great part of the world.

A revolution broke out in 1848 in England. The English Common Law was adjusted to give not only a voice to British people, but to set a pattern that has made a difference in the voice of the common man around the world. Not the least of the influences was the unobtrusive influence of Jeremy Bentham, a great student of legislative methods, who said, "The way to be comfortable is to make others comfortable. The way to make others comfortable is to appear to love them. The way to appear to love them is to love them in reality." The end result of the working and thinking of Jeremy Bentham was economic and political freedom for the English people. He was a man of faith. A point of view that is steeped in pessimism can never accomplish a high purpose. People do not respond to negatives. They respond to positives. God is not pessimistic. If He were, we would likely not

be here. Martin Luther once made the statement that if he were God he would long ago have swept man from the face of the earth. But God, you see, is not a pessimist. Therefore they who believe in God must not be pessimists.

There are many illustrations to prove that the psalmist was right when he said, "They that wait upon the Lord shall renew their strength, they shall mount up with wings as eagles." Some of you may know Dr. and Mrs. James Turpin. He is a graduate of the School of Theology at Emory University as well as of the Emory Medical School. He married Martha Williamson, who attended Duke University and was a graduate of Agnes Scott. I knew them both when they were young people at Camp Glisson. After graduating from the Medical School he served his internship and residency and went to southern California to engage in his practice. He found himself waiting upon increasing numbers of Spanish speaking patients, many of whom were unable to pay for the services. The very fact of the vastness of the need made Dr. Turpin feel that he should leave this place and go to another where there was no medical aid available for the people. He and Martha therefore went to Hong Kong and established a clinic on a junk anchored in the harbor, supported by businessmen, professional men, pharmaceutical houses, and general philanthropy. Dr. Turpin inaugurated a fine medical practice for the water people of Hong Kong. Other doctors and nurses wanted to work with him. He therefore turned the program over to them and went down to Singapore, and then to Vietnam where other medical centers have been established by him. His is one of the most romantic stories in modern medicine. He and

Martha are still young have have much to give. Theirs is an unshakable faith in God. This faith is their chief resource. They believe in John Wesley's directive, "Do all the good you can, to everyone you can, in every place you can, at every time you can, in every way you can."

Along with faith in God one must have confidence in himself. This is not narcissism. It is not conceit. It is the recognition that a person is made in the image of God and therefore should love, create, and contribute. All normal people get discouraged at times. The forces against which we do battle often appear to be completely overwhelming, but generally speaking, we can do what we are determined to do.

### Korean Student's Confidence

This I saw graphically illustrated in the life of a young Korean student who came to LaGrange College. She was once seated on a bench on the Quadrangle with an open book in her lap. In her hand was a small English-Japanese dictionary. When she found a word she did not understand in English, she looked it up in this Japanese dictionary and then transposed that into her Korean thinking. I asked her what she was reading. She said she did not know. I inquired if she understood the content of the chapter on which she was working. She said she did not. I asked if she understood the paragraph that she was reading. She said she did not get the message. I asked if she understood the sentence that she was now reading. She said she did not yet understand all of it. There was genuine suffering written on this young lady's face. She had come here to get an education and she was determined that she would do it. Later on I read in a student literary magazine a poem written by her on

the subject of the moon just before daybreak. In it she described the lonely appearance of the thin outline of one quarter of the moon in a waning phase. She said it was symbolic of her own condition, so thin was its outline that it gave no illumination to the heavens. She felt that her life was like that. The students in reading it thought that the poem was an expression of moodiness or melancholia. I knew what it meant. This girl had stayed up night after night into the wee hours of the morning, and even into daybreak in an effort to dig from textbooks and collateral readings the assignments that had been given to her. Later on she went to Cornell to work on a doctorate. Today she teaches in a Medical College in Seoul. She attends international conferences representing her government in a paramedical field. She sent me a book in Korean, on an opening page of which I found a dedication to me and to the late Kendall Weisiger, of Atlanta, because said she, we had believed in her and were confident that she was capable of accomplishing her goals. It helps to have others believe in us. It is even more important that we believe in ourselves. Nehemiah did and as a result Jerusalem was rebuilt.

### Projection and Perpetuity

It is not only important that we believe in God and ourselves, we also have to believe in what we are doing. What we do is a projection of ourselves. Some wise man has said that you never make footprints on the sands of time sitting down. Another added that often in church you hear people singing, "Standing on the Promises" and they are only sitting on the premises. One has to know

that what he is seeking to do is right and good and that he has only one lifetime in which to do it and do it right. The inference here is not for us after we have graduated from college or university and have hung a shingle over our places of business. The implication is very strong for the student. You are putting stones into the walls of protection and perpetuity right now. When Nehemiah undertook to construct the wall at Jerusalem, he was laughed at by a man named Sanballat, who told him that if he did build his wall it would be so weak that a fox, in jumping over it, would knock it down. We are not in school to build that kind of a wall. We are here to find ourselves, to furnish our minds, to strengthen our purposes, to sharpen our directives, to balance our perspectives, to increase our skills, to enhance our value to other people, to evolve a reasonable and workable faith—in short, to fabricate a life. These are not merely lofty aims, they are directly tied in with the nitty-gritty of everyday experience. The way in which one undertakes the job at hand is a reflection of his philosophy with reference to all things.

### Small Events and New Perceptions

Sometimes a relatively small event triggers us into a consciousness of what life is all about. This past year we heard a student speak at a college Assembly in which he gave an account of a relationship that had unexpected implications. Along with about seventy other students he volunteered to coach a Negro child in the public schools. After a couple of sessions with his protege he was fully convinced that he had made a vast mistake. He felt that he had been assigned a fool. The

little boy, though twelve years of age, could hardly read his own name. He seemed to know nothing. The college student sought to get the boy to call him by his first name rather than to call him Mister. Finally the boy learned to use the first name. So reluctant was the college student to deal with his charge that he twice failed to meet an appointment with him, confessing that it was because he simply did not want to see the boy. On the other hand, the little boy never failed to meet his appointments. As the year wore on, the boy improved in his academic skills. He demonstrated a great eagerness for knowledge; he responded well to commendations. In the spring the college fraternities were to be pitted against one another in intramural baseball. The fraternity asked this young man to pitch. He reluctantly declined saying, "I can't come, I have to coach a student in the afternoons." At the end of the school year the college boy had a farewell session with his protege. It was an emotion packed moment. The college student reported to the Assembly, "The greatest thing that has happened to me in my years at college has been a little Negro boy." The Academic Dean later observed that the college student's work had improved through the year, whereas previously he had been somewhat aimless in his attitudes and behavior. Life seemed to him to take on a new dimension as the months of the school year progressed. All of us need something to shake us alive to the possibilities about us. When we do wake up we become a Paul Tillich, a Nehemiah, a Jim Turpin, a Jeremy Bentham, a somebody. Then, as Robert Frost says in his poem of the two roads diverging in a yellow wood, the choice of the right one makes all the difference.

"THE TULIP ROOM, please . . ." How many alumnae have made this request in reserving a room at our Alumnae House! Now the tulips have departed—but not without a struggle—two extra days of workmen's time were required to steam them, part of the wallpaper, off the walls.

Augusta Skeen Cooper, Isabel Dew and I were attending the '68 Alumnae Luncheon when we first heard of plans to redecorate parts of the Alumnae House, including our '17 "Tulip Room." As we left the dining hall, we were distressed, because we feared we were losing our room.

"Our room" began to be ours in June, 1947, at our 30th reunion. We were grieved by the recent death of our Life President, Mary Eakes Rumble, and wanted to do something as a memorial. Then, too, we felt this was a milestone reunion and we wanted to do something for the College. We all loved the Alumnae House. Those of you who take it as much for granted as, for example, Buttrick Hall, can't understand how wonderful it was to have a place of our own. After all these years it is still a delight to us oldsters.

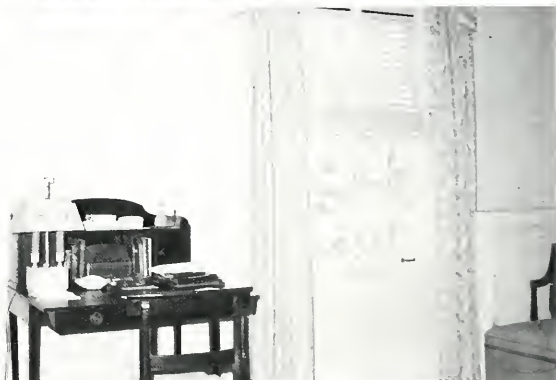
#### Class of '17 Accepts Project

These feelings came together in a suggestion from someone that we furnish, as a memorial, one available room with a private bath. At that time all the bedrooms in the House were furnished only with necessities and even some of them were cast-offs! After much discussion and many misgivings, the Class of '17 accepted the project and appointed a committee composed of Augusta, elected at that meeting as our second president, Willie Belle Jackson McWhorter, and Jane Harwell Rutland, to make plans to do the room over "from scratch."

Before we could begin a letter-campaign to our members for necessary money, Dr. McCain request-

# "Our Room" Has

By MARTHA



ed that we postpone our efforts until after the completion of the College Fund Campaign, then about to begin. In appreciation of our willingness to cooperate, he promised to advance us \$1,000—to be taken from our expected pledges to the campaign.

Authorization was not given to the College Business Office to ad-

vance the money until October 1949. Control of furnishing the room was given our committee by the Alumnae Association in August, 1950.

By this time prices had advanced, and the amount which had seemed adequate earlier, to do the room as we wished, had to be very carefully used. The original plan to have a

# Been Face-Lifted

DENNISON '17



well-known decorator do the actual work had to be abandoned, since those decorators consulted could do only a meager job for the money available. The Committee, consisting now of only Augusta and Willie Belle (Jane had moved to Chicago), felt they could stretch it further by using their own good taste and such help as they could glean from maga-

zines, visits to decorators' offices and stores, and discussions with knowledgeable persons. About halfway through the project, Willie Belle, who had worked with Augusta over every decision, had to withdraw. Augusta was left to complete the details alone and needed someone with whom to discuss many items; she used the services of

Miss Morgan, from Rich's Inc. decorating department. Rich's had been very helpful with many problems, and Miss Morgan proved to be a cooperative and kind consultant.

Augusta's reports to the class of the Committee's search for bargains, begging reductions from merchants, shopping from place to place for such things as prices and matched colors, indicate an appalling amount of headwork, footwork and time. Each item of furnishing, down to wash-rags in the bathroom, was carefully chosen. Other class members helped with presents, cash donations, and service. Our dear Georgiana White Miller, now departed, embroidered the 1917 monograms on the sheets, pillow cases and towels. But the responsibility fell upon Augusta, our new president. Finally, it was completed and presented to the College on February 1, 1951. It was introduced to our class and other alumnae at our reunion in June, 1951.

## Dr. McCain Praises Efforts

Many letters were sent to Augusta, praising its beauty, comfort and attention to details. One from Dr. McCain, dated September, 1951, tells "Dear Miss Augusta, I never cease to marvel at the efficiency with which you handle every assignment which you take for the College . . . I had occasion not long ago to look at the 1917 room, and I was much pleased with all that has been accomplished through your personal efforts and sacrifice. It is the only room on the campus which I would regard as showing our best taste in providing comfort for a guest."

Since 1951 this room has been the Class of '17's headquarters at reunions or individual's overnight-visits to the College. We loved it as our home at Agnes Scott. Now we feared we were losing it. After fretting about it for several days, we

*(Continued on next page)*



# "Our Room"

(Continued)

decided to talk with Ann Worthy Johnson '38, Director of Alumnae Affairs, and find out just what the plan was. She was surprised at our worry and assured us that the room would always be "ours" and that as many as possible of our things would be retained in it. She explained that today the College has funds for care of the Alumnae House and, as the 1917 Room had become shabby, after eighteen years of hard use, it was planned to have a Decorating Co. (Ray Lang, Inc., in Atlanta) redecorate it. Another company, an office-supply one (Ivan Allen, Inc., Atlanta) was working with her to redesign completely the space for the Alumnae Office.

Thus reassured, we took a real look at our room. We had known it needed some refurbishing, but now, we had to admit, it needed a face-lifting as much as did some of us. The once gay and bright tulips against muted grey background had faded. The grey, with nearly twenty years' accumulation of dust, had darkened, and the whole effect was black—far from that of the Springlike freshness of the proud day when the room was first completed. We agreed it needed rejuvenation.

## "New Look" is Completed

Several times during the past year I checked progress with Ann Worthy, since I wanted to report to you on the "new look." The work went slowly and was not completed until after the 1968-69 school year began. Still I put off going to see it—possibly because I'm a natural procrastinator, but also possibly because I didn't want to realize that our room was "gone." Finally, one afternoon recently I visited the Alumnae House.

Mrs. Margaret Dowe Cobb x'22, House Manager, received me most graciously and showed me first the general changes.

The one-time, tiny "Alumnae Office" to the right of the entrance has been made into a small, attractive parlor; the living and dining rooms have been cleaned and brightened (but still look familiar); back of the dining room has been constructed a small, fully-equipped, all-electric kitchen. The old kitchen pantry, and "tea-room" have been made into offices for the staff of the Alumnae Association. Ann Worthy's office, part of the former kitchen, is beautiful, with wood panelling, book shelves, lovely drapes and carpet. Throughout these offices, carpets, acoustical-tile ceilings, walnut-stained filing cabinets, and an overall new lighting system help our Alumnae Staff be more efficient, as they carry on the myriad details of Alumnae Affairs for us! The upstairs excluding the '17 Room, has not been changed too much except for re-doing and entirely re-equipping the "general bathroom"—which has had, hard usage over the years since 1922, when the Alumnae House was built!

## Room Rests One's Soul

"Our doors" were closed, and while Mrs. Cobb opened the outer one, I looked at the bathroom. It has not been changed much (the plan for new equipment was dropped, temporarily, since the general bathroom required much more money than expected). However, walls and tiles in "our" bathroom are clean, and there are new, fluffy white curtains with greenish-gold ruffles at the window. The room itself was dark when the inner door was opened, because the new heavy drapes were drawn. I waited in the doorway as Mrs. Cobb opened the drapes. The late afternoon sunlight drifted in, blending the room's colors to such a perfection of unity that "my heart stood still." The colors are all goldish-greenish—the essence of springtime—caught by an artist into a bedroom of such peace and serenity that just to step into it gives rest to one's soul.

The walls are covered with pale-

cream fabric of the texture of raw silk. The curtains are yellow-green brocade, lined with off-white saten, and the deep cornice-boards are covered with the brocade. There is a new "antique gold" rug. Graceful, low spool headboards have been added to the twin beds. (If you like to read yourself to sleep, as I do, they look very inviting for propping against!) The new bedspreads are gold, with a slight greenish cast. (Our old ones have long since become impossibly shabby and have been replaced twice!) Our desk, with its chair newly reupholstered in green, is there—in the same location, and on it is our guest book in which guests have been signing since 1951. Our dresser (with our porcelain Chinese lady and other do-dads) is in its accustomed place. The gold-framed mirror over it has been refinished—the mirror itself had become pock-marked.

## 1917 Room Awaits You

Two new, very comfortable arm chairs, upholstered in green with a gold stripe have been added. These are on either side of a beautiful parquetry table, which holds a large, new lamp. A new reading lamp has also been placed on the small table between the two beds. Over the armchairs, on the long side-wall, are two large pictures of Italian countryside, framed in antique gold. Over the beds are four smaller prints of English countryside. These pictures have touches of rose and blue along with their gold and green, which help warm up the color scheme and keep it from being too monotonous.

So much for details! Tulips are gone, but our room isn't! (Ann Worthy, by the way, says a brass plate will be put on the door designating 1917 as the original furnishers of the room.) But the feel of the New 1917 Room I cannot describe—that you must get for yourself. So keep reserving "our" room and we hope from henceforth that everyone will request, as we, members of the Class of '17, always have, "The Seventeen Room, please"—and sweet dreams to you!



Requesting a favorite number, Social Council members Minnie Bob Mothes (center), Margaret Gillespie, Lily Comer and dates chat with orchestra leader Larry Dixon at the bandstand.



Flowers and formals added to the festivity, as the first dance of the week end took place in the ballroom of Atlanta's Progressive Club.

# Agnes Scott

## NEWSLETTER

*Spring 1969*

### FOR RISING SENIORS

## Admissions Committee Outlines Schedule for Early Decision Plan

APPROXIMATELY ONE-FIFTH of Agnes Scott's freshman class enters on the Early Decision Plan, which involves junior year testing, good academic credentials through the junior year, and a single choice of college by early fall of the senior year.

Juniors who are interested in the plan will take College Board examinations (SAT and three achievement tests) this spring or July. Those who did not take the March series should register at least three weeks in advance in order to take the tests on May 3 or July 12. Full details may be obtained from the school counselor or the Agnes Scott catalogue.

Students who file on the Early Decision Plan certify that they will not place an application elsewhere until notified of the action of the Agnes Scott admissions committee. They obtain applications on or after September

1, file them between September 15 and October 15, and hear from the admissions committee (and the scholarship committee, if financial aid has been requested) by December 1. Those who are accepted are not required to take additional examinations in the senior year.

The December 1 notification date permits students not accepted on Early Decision to file applications elsewhere and to make arrangements to take January College Boards. They are also free to leave their applications at Agnes Scott for consideration with Regular Plan applicants in the spring.

## Dance Bands and Dates In Winter Spotlight

THE ARRIVAL of several hundred men and a busload of musicians ushered in the social highlight of last quarter, Mid-Winter Dance Week End.

Sponsored by Social Council, the plan to hold dual dances in late January during the semester break for many colleges allowed dates to come from most schools in the southeast, and some from greater distances. Several dress uniforms from West Point and Annapolis added dash to the Friday night formal held in the ballroom of the Progressive Club in Atlanta, where the orchestra of Larry Dixon was on stage. For breaks from the dance floor there were elegantly decorated tables in an adjoining room, where talk held sway with long-time friends from home, as well as with newer acquaintances from neighboring Emory University, Georgia Tech and the University of Georgia.

An informal dance at the DeKalb Armory on Saturday night changed the pace, with a performance by "The Showmen" followed by dancing to the music of a popular combo, "Wellston Junction."

## General Motors Scholarship Offered

AGNES SCOTT will participate in the General Motors Scholarship Plan for 1969-1970 with the award of a four-year scholarship to a member of the incoming freshman class, preferably one who is interested in the physical sciences or mathematics. The GM Scholar will be selected by the college's scholarship committee and will receive an award of from \$200 to \$2,000 per year, depending on financial need.

## Students Will Travel in English History Course

A COURSE in the Social History of Tudor and Stuart England, to be taught in England, will inaugurate an Agnes Scott summer study abroad program in 1970. Under the direction of Dr. Michael J. Brown, associate professor of history at Agnes Scott and a native of England, approximately twenty-three rising juniors and seniors will spend six weeks in selected historical sites that include London, Exeter, Oxford, Warwick, Chester, and Edinburgh.

The course will consist of several hours each weekday spent in lectures, discussion groups, historical tours, reading, and research. Week ends will be free. Distinguished British historians already committed as guest lecturers are Professors J. Hurstfield, University College, University of London; J. Scarisbrick, Queen Mary College, University of London; and A. L. Rowse, All Souls College, Oxford. Their topics include law and law courts in Elizabethan England; art, music and architecture of the period; and the royal court in the sixteenth and seventeenth centuries. The course will carry credit of seven quarter hours and will culminate in a research paper to be submitted at the beginning of the 1970 fall term.

The summer study abroad program is designed to conform to academic standards of the college, and, at the same time, to provide students an opportunity to know other lands and people in a way that cannot be duplicated in a distant classroom or on a summer tour. The English history course planned for 1970 is expected to be the forerunner of other courses taught in areas related to their fields of study.

## The College Calendar

**MARCH 1**  
2:30 p.m.

Speech and Drama Showcase: Children's Theatre Production, "The Sticky Pot" by alumna Nancy Kimmel Duncan. Blackfriars Theatre, Dana Fine Arts Building.

**MARCH 5**  
11:30 a.m.

Lecture: John Portman, architect for Dana Fine Arts Building. Topic: Creative Architecture Today.

**MARCH 8-14**

Examination Week.

**MARCH 15-25**

Spring Holidays.

**APRIL 1**  
8:15 p.m.

Concert: Agnes Scott College-Harvard University Glee Clubs. Robert Shaw, guest conductor. Symphony Hall, Atlanta Memorial Arts Center.

**APRIL 2-3**

Campus visitor: Dr. Celeste Uhlrich, professor of physical education, University of North Carolina at Greensboro; University Center in Georgia Visiting Scholar in Physical Education.

**APRIL 7**

Installation of student government officers for 1969-1970.

**APRIL 8**  
8:15 p.m.

Lecture: Dr. Klaus Mehnert, professor of political science, Institute of Technology, Aachen, West Germany, and guest professor, University of California at Berkeley. Topic: Europe After the Invasion of Prague.

**APRIL 9**  
11:15 a.m.

Phi Beta Kappa Convocation. Speaker: Dr. Klaus Mehnert. Topic: Restless Youth in West and East.

**APRIL 12**

Alumnae Day.

**APRIL 17**  
8:15 p.m.

Presentation of Sophocles' "Antigone," a new verse translation by Anne Allen, Agnes Scott senior. Blackfriars Theatre, Dana Fine Arts Building.

**APRIL 23**  
11:30 a.m.

Mortar Board Convocation.

**APRIL 25**  
8:15 p.m.

Spring Concert: Agnes Scott Dance Group.

**APRIL 24-26**

Junior Jaunt: Campus-wide charity drive.

**APRIL 28**  
8:15 p.m.

Concert: The New York Pro Musica. John White, director.

**APRIL 29-  
MAY 7**

Course Selection Week.

**MAY 1**  
8:15 p.m.

Spring Concert: Agnes Scott Glee Club.

**MAY 4**  
2-5:00 p.m.

Opening of Exhibit: Works by Ferdinand Warren, N.A., professor of art, Agnes Scott College. Dalton Galleries, Dana Fine Arts Building.

**MAY 14**  
11:30 a.m.

Convocation speaker: Bishop H. L. Higgs, Bishop of Hull, England.

**MAY 15-17**  
8:15 p.m.

Blackfriars Play. Blackfriars Theatre, Dana Fine Arts Building.

**MAY 21**

Awards Convocation.  
Community Picnic.

**JUNE 8**  
11:00 a.m.

Baccalaureate Service. Guest minister: Dr. H. E. Finger, Jr., Resident Bishop, Nashville Area, United Methodist Church.

**4:30 p.m.**

Eightieth Commencement.

## Self-Scheduling Format Introduced for Exam Week

THIS YEAR, Agnes Scott students are taking winter and spring quarter examinations on a timetable that they have each set for themselves, as a self-scheduled exam system comes to the campus in response to students who "wanted it badly" and faculty who believe that it may relieve some examination tensions.

Recommended by the student-faculty Committee on Academic Problems, the exam format was approved on a two-quarter trial basis by the Agnes Scott faculty and the Student Government Representative Council.

Under the new program, each student chooses from the exam week's twelve testing periods the time when she will take each of her examinations. She files her schedule in an administrative office and delivers to each of her professors a special envelope in which the examination questions are to be enclosed and returned to a central location. Immediately before each self-determined exam period, she picks up her envelope, writes her exam in one of several designated classrooms, and returns it to an appointed location.

The paper work and shuffling of

some 3,500 envelopes needed to carry out the individualized plan makes it necessary for each student to assume major responsibility in all aspects of self-scheduling: she must determine her entire schedule four weeks in advance of exam week, must adhere to this schedule unless illness prevents, must report at the proper time for the proper examination, and must abide by the honor system in not discussing any exams during the exam week. The students have indicated that they are more than willing to take these responsibilities in exchange for the new program.



# Sophomore Parents Enroll For a Week End

THE SOPHOMORE CLASS planned a varied week end of events for their parents who came to Agnes Scott in early February for SPWE, the sponsoring class's catchword for Sophomore Parents' Week End. Here, some of the 300 visitors mingle outside Presser Hall after a special convocation, and later, parents of students in Miss Cox's physical education class watch the classroom work-out. "Her Infinite Variety," an original review, lived up to its name in a production staged in the Dana Fine Arts Theatre, and a candlelight finale climaxed the Dolphin Club's production, "A Splash Into



Disneyland." The parents were also entertained at a luncheon in their honor, and President and Mrs. Alston hosted a dessert-coffee.



## Students Become Tutors of Campus Employees

IN A PROGRAM unique among colleges in the Atlanta area, a group of Agnes Scott students are tutoring employees on their own campus.

"I think it's wonderful. Things come to me now that I didn't think I could pronounce," says Oscar Zimmerman, who has studied with his tutor, Mildred Hendry, since last fall. An employee of the Agnes Scott mail room, he is one of seventeen college employees who meet with their individual tutors every week and practice their emerging reading and writing skills through homework assignments.

Knowing how to tutor was the major hurdle in getting the project under way. This was overcome when Mrs. D. Kirk Hammond, Executive Director of Literacy Action Foundation, Inc. of Metropolitan Atlanta, came to the campus to lead a workshop, training volunteers via the Laubach method.

Cheryl Granade, a junior whose home is Atlanta, and Jane Todd, a senior from Gastonia, N. C., organized the training sessions for campus volunteers as a service function of the campus Christian Association. Thirty Agnes Scott girls became certified tutors as a result of the workshop.

The Laubach method systematically increases the pupil's reading skills until he can master the seventh grade level,

the proficiency needed to read a daily newspaper.

At Agnes Scott the tutors bought Laubach teaching manuals, and the Student Government Association provided funds to buy books for students.

Summing up her tutoring experiences, Mildred Hendry, a senior from



Agnes Scott senior Mildred Hendry tutors Oscar Zimmerman in the college mail room.

Cocoa, Florida, sees Oscar Zimmerman's progress as her greatest enjoyment in teaching him to read. "He can sound out words now, rather than simply recognize combinations of letters that he had known before. He is coming right along in building from words to phrases, sentences and ideas."

The Atlanta Constitution recently commended the Agnes Scott girls for their work in the program. The editorial ended by saying "Good looks and good works—a hard combination to beat."

## Alumnae Are Honored

TWO AGNES SCOTT GRADUATES were among five outstanding women recently recognized by the annual Woman of the Year awards in Atlanta.

Mrs. Hugh M. Dorsey, Jr., was named Woman of the Year in Arts for 1968, and Dr. Betty Edwards is Atlanta's Woman of the Year in the Professions.

Mrs. Dorsey and Dr. Edwards join the ranks of thirteen other Agnes Scott alumnae and four Agnes Scott faculty members honored in one of the five categories. Two of the fifteen alumnae have held the title of Atlanta's Woman of the Year.



## Symposium Puts Emphasis on Other Nations

A SYMPOSIUM on developing nations, made possible by a grant from the S&H Foundation, Inc., brought speakers to the campus in February to discuss the aims of governmental, business and academic programs in Asia, Africa and Latin America, the reactions of the peoples of these areas to outside aid, and the progress and prospects for the future of the world's poorer countries.

Among guest speakers was the Deputy Administrator of the U.S. Agency for International Development, Rutherford M. Poats, whose daughter is a sophomore at Agnes Scott.

The academic sector was represented by David Bronheim, Director of the Center for Inter-American Relations. D. W. Brooks, chairman of Cotton Producers Association, spoke on agricultural cooperatives, and the role of business was also represented by Graeme G. Kirkland, Far East Coordinator for Corn Products Company.

The program for the two-day Symposium included informal student-participant gatherings, sessions of individual addresses and panel discussions, open to the public, and classroom visits by the guest speakers.

## Art Professor to Come from England

SIR JOHN ROTHENSTEIN, art critic, author and former director of the Tate Gallery in London, has been appointed visiting professor of art history at Agnes Scott for the fall quarter, 1969, and will teach a course on history and criticism of painting and sculpture in Britain, emphasizing the late 19th and 20th century.

Sir John came to the United States and taught for a year at the University of Kentucky, after completing his graduate work at Oxford University. He moved to the University of Pittsburgh for a year before resuming his career in England, and was director of the Tate Gallery from 1938-1964. A Commander of the Order of the British Empire, Sir John was knighted by Queen Elizabeth in 1952.

Lady Rothenstein, the former Elizabeth Kennard Smith of Kentucky, will accompany her husband during his residency at Agnes Scott.



Although far from Iran, Lulu is "at home" in a fencing class.

## Fencing Is Her Sport

"FAST AND ACCURATE," is Saphura Saffavi's description of an expert fencer. "Lulu" speaks of the sport from her vantage point as the women's national fencing champion of Iran for 1967.

Now eighteen years old and a first-

year student at Agnes Scott, Lulu began her climb to the championship six years ago, and a bench mark along the way was her competing in the junior Olympics held in her hometown, Tehran. She had both Italian and Hungarian fencing masters as her private tutors after she was selected by the Federation of Iran to receive special coaching. French, one of several languages in which Lulu is fluent, was the common language of the student and her foreign masters.

At one point, horseback riding almost nosed out fencing as Lulu's main athletic interest. She explains that a fencer must keep up an alternate sport since "your right side will develop more than your left if you don't." She came to love riding, but has not "put away fencing" as she was once tempted to do.

Lulu is an example of self-discipline and training to aspiring classmates in their physical education class. She often helps the instructor in demonstrations of form and use of equipment, and is also an assistant instructor in weekly sessions at the Decatur Fencing Club.

## Campus Extends to State Capitol

TWO AGNES SCOTT SENIORS, both political science majors, are working in the State Capitol as intern aides to a legislator.

For several hours each day when the Georgia House of Representatives is in session, Margaret Green of Charlotte, North Carolina, and Kit McMillan, of Albany, Georgia, are in the office of Kiliaen V. R. Townsend, Republican 115th District Representative and minority whip. As well as running errands and handling general office work, the aides are called upon to research proposed bills in which the representative is interested and to substitute for him in committee meetings.

Under a program of directed study in her major department, Margaret will receive college credit for her work in the legislature, when supplemented by required reading and a paper.

Representative Townsend was the guest of a political science class on campus last fall, and the idea of using college students as aides developed from that meeting. Margaret and Kit run on a tight schedule between campus and Capitol, but both find their work enjoyable and educational. Kit commented, "It's wonderful to work

for a person like Mr. Townsend, who is so involved. He makes you feel a certain respect for the lawmaking process." Margaret enjoys the many people she meets as an aide, and expects her experience to be helpful in whatever field she decides to enter after graduation.

## Music for Maclean

A NEW PIPE ORGAN has been ordered for Maclean Auditorium in Presser Hall. Being built by the Schlicker Organ Co., Inc. in Buffalo, New York, the Two Manual and Pedal Tracker Organ is the "type that flourished in the Baroque period when the organ was literally the king of instruments," according to Raymond J. Martin, professor of music.

Being built by highly specialized craftsmen who represent the "last vestige of the old medieval guilds," the new classical organ will hopefully be delivered by next fall, Professor Martin says. The Schlicker will join three other organs on campus, a four-manual Austin "romantic" in Gaines Chapel and two practice organs, in offering variety for both sounds and the techniques of organ artistry.



## DEATHS

### Faculty

J. C. Tart, treasurer of the college for 48 years, January 28, 1969.

### Institute

Thyrza Simonton Askew, January 27, 1969.  
Rena Cook Brandon Lawson (Mrs. Harley Fleetwood), June, 1968.

Alice Fisk Sanders (Mrs. Henry D.), October 2, 1968.

Anna Green Barry (Mrs. Robert Edwin), October, 1968.

Mary Bynum Jarnigan Rodman (Mrs. Hugh), December 29, 1968.

Maude Medlock Christian (Mrs. W. H.), November 10, 1968.

May Ragland Dobbins (Mrs. W. E.), January, 1969.

### 1911

Roland Burchard, husband of Eleanor Coleman Burchard, May 6, 1968.

### 1914

Roberta Florence Brinkley, June, 1967 after an extended illness.

### 1918

Samille Lowe Skeen (Mrs. John L.), November, 1968.

### 1919

Agnes Wiley Marshall (Mrs. Alfred M.), mother of Lisa Marshall Simkins '46, Nov. 17, 1968.

### 1921

Kirk Theron Holley, husband of Marguerite Cousins Holley, Jan. 20, 1969.

### 1923

Neal Morgan, husband of Lucile Little Morgan, Sept. 10, 1968. Lucile Little Morgan, Dec. 13, 1968.

### 1926

Ralph Paris, husband of Edythe Coleman Paris, Dec. 23, 1968.

### 1929

Charles Carter, father of Sara Carter Massee '29 and Annette Carter Colwell '27, February, 1969.  
William Dickson, son of Jean Lamont Dickson, Nov. 3, 1968.

### 1931

E. L. Duke, Sr., father of Helen Duke Ingram and Frances Duke Pughley '33.

### 1932

Mildred Hall Cornwell (Mrs. W. D.), December 23, 1968.

### 1932

Mr. W. S. Taffar, father of Jura Taffar Cole, and Rudene Taffar Young '34 Dec. 11, 1968.

### 1937

Mrs. C. D. Cabaniss, mother of Dorothy Cabaniss Johnson, November, 1968.

Alice Taylor Wilcox (Mrs. Robert), Feb. 25, 1969.  
William Thompson III, son of Mary Jane Tigert Rivas, November 3, 1968 of injuries received in a motorcycle accident.

### 1938

Charles Chalmers, father of Jean Chalmers Smith, November, 1968.

### 1940

Frances Octavia Batz, mother of Evelyn Batz Landis, November 24, 1968.

### 1945

Mrs. Emmie Matthews Higgins, mother of Emily Higgins Bradley, Dec. 17, 1968.

### 1946

Robert Peacock, Jr., 15-year old son of Stratton Lee Peacock, Jan. 26, 1969 of a cerebral hemorrhage suffered at football practice.  
Mrs. John W. Weinschenk, mother of Betty Weinschenk Mundy, June 13, 1968.

### 1947

Charles Alred Jones, father of Rosemary Jones Cox '47, Beth Jones Crabill '48 and Lucy Ellen Jones '67, Jan. 1, 1969.

### 1948

T. M. Griffin, father of Rose Mary Griffin Wilson, March 3, 1969.

### 1951

Mrs. C. H. Hudson, mother of Nancy Lou Hudson Irvine, Feb. 10, 1969.

### 1952

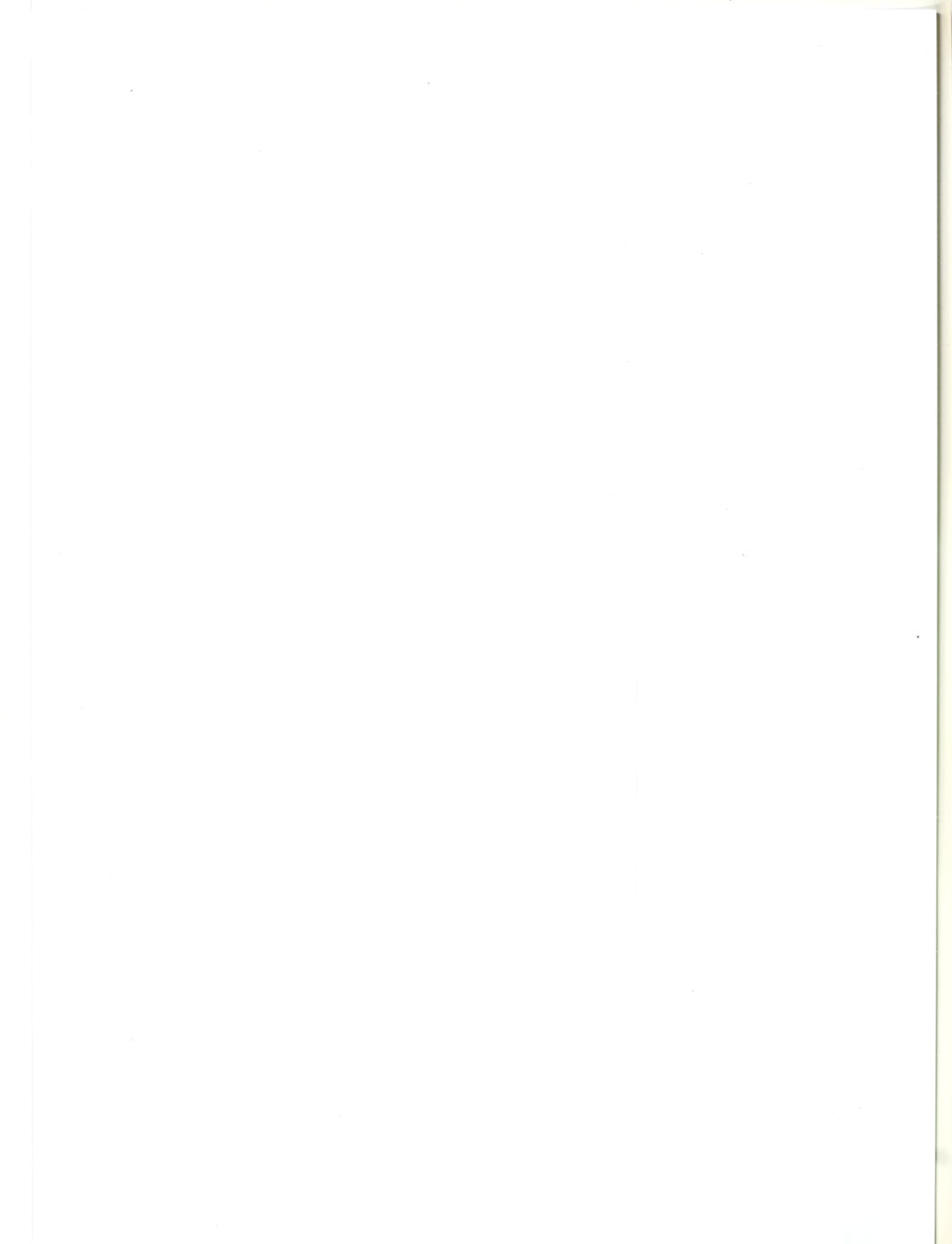
Dr. William Crowe, Jr., father of Catherine Crowe Dickman, January 1, 1969.

### 1966

Mrs. Mary Hayes Kiker, mother of Joan Kiker, October 22, 1968.







## Worthy Notes



# "Why Do You Keep Sending Me Fund Appeals?"

ALMOST ALL of my career days (no fair guessing how many!) have been involved with some kind of fund raising. Prior to returning to Agnes Scott in 1954-55, I worked for eleven years with the American National Red Cross. During eight of those years I had responsibility for fund-raising in numerous Red Cross chapters—and Red Cross wrote the community fund-raising primer.

This experience is one of the reasons I am employed as director of alumnae affairs at my Alma Mater. In the majority of the better institutions of higher education in this nation, the words "alumnae/i" and fund-raising are synonymous.

Perhaps you will allow me one broad definition, based on what I've learned in this field. Among *homo sapiens* are two kinds of people: those who enjoy fund raising, and those who endure it. (This classification is not original with me, but I can cite numberless examples.) I belong to the former group—and those of you who belong to the latter will immediately conclude that I am sick, sick, sick!

One kind of fund raising that I've neglected is for myself. Oh, to be endowed like an institution—wouldn't it be "lovely"? (And my name, "Worthy," is a natural.) If I were so endowed, I'd like to take a couple of years' leave-of-absence and do real research on women and fund-raising. It is fascinating.

But sitting right here at my desk I can do some research, for among my "dailies" are letters, phone calls, constant conversations from many of you who believe, quite sincerely, that "a college like Agnes Scott" should not "stoop to" sending numerous fund appeals to alumnae.

Please believe me when I say, just as sincerely that I do not know all the answers to fund-raising questions. I do know, though, that Agnes Scott will not continue to be "like Agnes Scott" without adequate financial support from its only family, its former students. And another hoary adage is true: *alumnae* do not give without being asked. Maybe *alumni* do? (My male counterparts on other college campuses say "not so".)

So, I'll try to put into perspective the Alumnae Association's fund-raising program, designed to produce *annual* income for Agnes Scott College. I can rejoice in the fact that for the first time in the fifteen years I've had direct responsibility for alumnae fund raising, we have a pro-

gram on a sound organizational basis, with potential for growth and refinement that it is illimitable.

The reason I can say this is the involvement of alumnae in the program. There are over 800 alumnae serving as volunteer solicitors, and hearty thanks are due them individually and collectively. Most classes have a Class Chairman. She asks a number of her classmates to serve as Class Agents (each agent writes to a maximum of ten classmates).

There is also a volunteer General Chairman, Sarah Frances McDonald '36; a Special Gifts Chairman, Betty Lou Houck Smith '35, and an "Honor Guard" Chairman, Mary Wallace Kirk '11. (The Honor Guard is composed of those classes which have celebrated their 50th reunions and which do not have individual Class Chairmen.)

The annual program is divided into two parts, or phases. First, in the fall is the "Special-Gifts" phase. Letters are sent, over Betty Lou's signature, to some alumnae asking for specific amounts of money, from \$50 to \$1000 or more. A "follow-up" letter is mailed in January.

During the fall also Class Chairmen are getting their classmates organized. In February the chairmen assign classmates to Class Agents, and the second phase, or "general solicitation" begins in March, when the agents write their ten classmates for gifts. *The Fund Year runs from July 1 to June 30.*

The Alumnae Office, in support of the work volunteers are doing, mails, during the general solicitation, three small brochures, printed pieces, to inform alumnae about the College's financial needs. These are *not* "another appeal"—they are supportive information. A final piece is mailed in June.

There are myriad mechanics involved in the program. May I beg your understanding of these. We try, on campus, not to solicit any alumna who has contributed. But the exigencies of both frail office equipment (and frail human beings!) must be faced. The margin for error is always there, and a time lag in processing gifts and sending the next mailing piece is inevitable.

*Ann Worthy Johnson '38*

Mrs Edna Byers



# Agnes Scott

THE ALUMNAE QUARTERLY

SPRING 1969





**COVERS:** On the front, All Saint's College at Oxford is a beautiful panorama as caught on camera from St. Mary's Tower. On the back, "The High" is Oxford's busiest thoroughfare.



THE ALUMNAE QUARTERLY VOL. 47 NO. 3

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Mrs. Byers smiles with alumnae over an autographed photo of Robert Frost, her "faithful friend."

## College Librarian, Indefatigable Frostiana Collector, Honored

THE EXTENSIVE COLLECTION of Frostiana at Agnes Scott has been named the Edna Hanley Byers Collection, in honor of the college librarian who retired in June from a career which led her to become a "faithful friend" of the late poet Robert Frost.

Gifts from Robert Frost of first editions and other original material form the nucleus of the collection, which Mrs. Byers and others began in 1945 after the poet's third visit to the college. Frost endeared himself to the college and the community, making twenty visits to the campus before his death in 1963. With the care of Mrs. Byers, whom Frost called "my faithful friend and indefatigable collector," the collection of Frostiana has become one of the most respected in the country.

ABOUT THE AUTHOR: Mary Boney, Professor of Bible at ASC, holds the Ph.D. degree from Columbia University. She came to ASC in 1949 and is an Elder in the Decatur Presbyterian Church. During July of 1968 she attended the American Summer School at Mansfield College, and in the fall she attended lectures at Mansfield, Trinity and Oriel Colleges at Oxford. The article below shows her keen insight into life at Oxford.

At Oxford, Hertford Bridge looks toward Sir Christopher Wren's Sheldonian Theater.

*"The English never scrap anything that works, they just add new elements as needed."*

# Education at Oxford: "Effortless Superiority"

By MARY L. BONEY

THE TERM that comes to mind when I think of education at Oxford University is the phrase that may have been coined for that place: "Effortless superiority." While no one who has been there only briefly can "tell it like it is" (or even "as it is"! ), I can try to share what I observed.

For three weeks last summer and for twelve weeks in the autumn I was in that 800-year-old university among some 10,000 students. I lived during the summer session in a residence hall of Mansfield College, a Congregational institution that was the first "free church" establishment to be given status in the university community. During the fall I lived for two weeks at Halifax House, a graduate center just across the street from where penicillin was discovered, and then during the "Michaelmas Term" on Victoria Road in the North Oxford community of Summertown. Here I was the "lodger" of the Assistant Bursar of Mansfield, a native Oxonian who was good enough to share not only her home with its central heating but also her friends and her knowledge of the surrounding countryside.

The Principal of Mansfield College allowed me to have an affiliate relationship there, which meant that

I could be a part of Mansfield's "Senior Common Room." This privilege includes the opportunity of dining at "High Table" in "the Hall," where the civilized practice of taking time for conversation before, during, and after meals in the company of the senior members of the college community is a refreshing experience. An American is impressed with the solemnity of the evening meal: undergraduates stand, in their short gowns, while their be-robed elders file in; the Principal pounds the gavel, and a student intones the blessing in Latin—all under the surveillance of the ubiquitous portraits on the walls. Although much is made of the "class distinction" between the "Junior Common Room" (consisting of undergraduates) and the "SCR," there is a unity of spirit in which the younger and the older are considered together as "members of the college" and "members of the university," with each group fulfilling its own function and respecting that of the other.

During the eight-week Michaelmas Term I attended seven lectures a week in five different colleges and had the privilege of reading in four libraries that had theological books. (My particular work was concentrated in biblical study and theology.)

*(Continued)*







Entrance to Christ Church Gardens (l.) and Christ Church Col-

# Education

(Continued)

I suppose you have to be born in England to understand the educational system. In fact, there seem to be many systems. The English never scrap anything that works; they just add new elements as needed. When I would try to find something in our system with which to compare their "O" (for ordinary) level examinations, or their "A" (advanced) levels, it was like the directions a man gave for getting to Boston: You can't get there from here.

But it is easy to see that higher education as we know it is not as widespread there as it is in our country, and everyone who goes to a college or university has been sifted through terrific competition. While this is particularly true of their ultra-Ivy League of "Oxbridge," it is also the case at the so-called "red brick" universities, and now at the burgeoning "plate-glass" colleges where contemporary priorities are reflected in the judgment that these institutions contain more "quant" than "Kant." It must be added that there is increasingly more emphasis on the scientific disciplines at Oxford and Cambridge, although it still seems to be true that the humanities maintain their lead. I shall try to describe, briefly, the three major areas, as I saw them, that compose education at Oxford: the university, the tutorial system and student life.

If you go to Oxford and look for "the university," you won't find it, for it is made up of colleges which are scattered around a city of 100,000 people. There are some buildings which all the colleges use in common, such as Sir Christopher Wren's Sheldonian Theater, where official meetings take place, and the Examination Schools, where testing is done for degrees. There is the University Chest, which is a sort of central treasury; and in personnel there are the Vice-chancellor and two Proctors. But responsibility is so diffused that

it is difficult for disgruntled students to find enough concentrated authority to picket!

There are twenty-four colleges for men, five for women, five co-ed, five "Permanent Private Halls," and eleven other institutions. Representatives of these bodies elect a Hebdomadal Council, which governs in some matters; other decisions are made by the "Congregation," which consists roughly of what we would call "joint faculties" in an American university; and still others by the "Convocation," which includes the approximately 30,000 individuals all over the world who hold advanced Oxford degrees. (It was the Convocation that voted on the person to fill the chair of Poetry while I was there; students vigorously promoted the Russian poet Evtushenko.)

Each college has its own head, though there are many titles used. There's the "President" of Magdalen, the "Warden" of All Souls, the "Dean" of Christ Church, the "Provost" of Oriel, the "Rector" of Exeter, the "Master" of Balliol, the "Principal" of Brasenose, as examples. To be a full-fledged college, an institution must be governed by its "fellows," who would be the equivalent of our faculty members, plus administrative officers, with no outside controlling board. Each college is built around a quadrangle, and most of them still have gates which may be closed at night. Stories still abound of the ingenuity of young men in getting back into the college after hours. One alarmed mother is said to have written to the head of a college: "Sir, did you know that there are forty-seven ways of getting into your buildings after the gates are closed? What are you going to do about this?" The reply was: "You are mistaken, Madam; there are fifty-three ways of getting into this college after the gates are closed, and I am not going to do anything about it." The unflappable spirit

# at Oxford



lege (r.) are beautiful ancient settings for the contemplative life.

of this reply is typical of the calm perspective with which Oxford seems to operate.

I attended two ceremonial occasions in the Sheldonian Theater: a matriculation and a graduation. Both ceremonies were conducted in Latin, with translations of what was going on thoughtfully provided for spectators. Full academic regalia is worn (in spite of chalk scrawls on the pillars outside, "Gowns are for clowns"). Victorian regulation decreed black hose, headgear, and skirts for women students, but no mention was made of the length of skirts, so today's crop of co-eds appear in the minniest of mini-skirts; and at least one of the lady principals was not exactly letting hers trail the floor! Ceremony seems to be taken seriously and casually at the same time. Everyone is expected to know his Latin; but no one was upset when it was discovered that a long-haired male had been matriculated with the St. Anne's College women.

For centuries Oxford was a man's world; but in the nineteenth century societies for women began being given the status of colleges and were accepted as an integral part of university life. Two of the women's colleges I visited, St. Anne's and St. Hugh's, have about 300 resident women each. The pressure for co-education at Oxford is mounting in the men's colleges there as it is in this country; financial considerations will probably be the chief factor slowing down the process of change.

When Henry II called home English students who were studying in Paris, they came to Oxford and began the monastic schools, with young monks gathering around older ones. So the Oxford tradition of a tutorial system dates back to the twelfth century. The idea is to surround eager young scholars with able older ones and let the young "catch" learning by exposure, much

as one catches a cold. Because of the caliber of older and younger students attracted there, the system usually works. (Because of the weakness and frailty of human nature, it does not *always* work.)

A student admitted to one of the colleges for his first degree must decide, as he "goes up," the field in which he will read, and all his work is centered in that area. The pattern of liberal arts familiar to us, in which a broad spectrum of the humanities and the sciences are included in a bachelor's degree, does not apply there. Students start specializing at an earlier stage than in the States.

Each young person is assigned to a "moral tutor," a senior member of the college who is his special guide in planning his academic program and anything having to do with the way he can live at Oxford and do his best work. If this tutor is not an authority in the particular field in which the student is to work, he arranges for the young person to get specific guidance from a qualified person, perhaps in another college. Although there is great flexibility, most of the students I saw were meeting their tutors once a week and were writing papers to be read and reviewed at each conference time. This weekly paper is the most relentlessly demanding part of an undergraduate student's life.

In trying, inevitably, to find analogies with our educational system, we would want to think of a tutor as a "faculty member." But since their major function is to spend time in personal conferences, with individuals or groups, most tutors do not give formal lectures. And as "fellows" responsible for governing their college, they are somewhat in the category we would consider "administration" also. They are the core and the gadfly of the learning process. Those I came to know were

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"One must promise not to kindle a flame in Old Bodleian Library."

(Continued)

generous with their time and were unfailingly cordial to an American who really had no claim on them at all.

A student usually works first for a B.A. degree which involves extensive examinations at the end of three years, made up and graded by persons other than his tutors; or a B. Litt., which means, in addition to examinations, the writing of a paper. After he completes his first degree, if he continues doing scholarly work during the next seven years he may be awarded an M.A. (for a fee of about \$25!) The highest degrees awarded are the doctorates which have more extensive requirements.

The difficulty of getting away from our American presuppositions is evident in that we might think of early concentration in a particular field as narrowing. But the depth and breadth of the study that goes into whatever subject a student chooses, coupled with his high motivation and self discipline, means that a person doing a B. Litt. on a thirteenth century bishop will end up with a broad and extensive education. He will be literate and articulate in many areas.

In the tutorial system lectures have a distinctive but not a primary place. They are given by dons who have something to say, attended by those who want to hear what they have to say. Some lectures are geared toward

the exams students will take in certain fields; some are going to become chapters in books, and represent the research which the lecturer is doing currently. (A few lectures announced are not actually given, because no one shows up to listen!) Students, in consultation with tutors, may try out several lectures at the beginning of a term, dropping some that they do not find helpful as weeks go on, and continuing with others. Statements made by the professor, no matter how provocative, usually go unchallenged during the lecture hour, a practice which does not quite prepare an Oxford professor for visits to American campuses. This is not to say that the lecturer is dogmatic; but it is to say that he is allowed to make this case usually without interruption. His statements may be taken apart in tutorials and in other discussions. Lectures begin at approximately five minutes after the hour, when the professor strides in, black gown trailing, and they are concluded at about five minutes before the next hour. Distances between the colleges and the short period between lectures add up to much hurrying, afoot and on bicycle, through the narrow streets and lanes of the town.

Because all work amounts to independent study, rooms in residence halls are mostly singles: bedroom-study combinations, "bed-sitters," as they are called. The long periods between terms at Oxford do not mean play time but are the weeks when students do some of their hardest and most concentrated work.

Books may be checked out of college libraries for use in students' rooms; but in the main Oxford library, the Bodleian, books and manuscripts must be used in the reading rooms where seats are understandably at a premium. The Bodleian is one of the libraries with "copyright privileges," which means that it receives, free, a copy of every book printed in Britain. To secure permission to use this library one must have a recommendation and must promise not to "kindle a flame in the premises," a rule left over from the days when monks endangered manuscripts as they read by candlelight.

It was particularly interesting to watch the style of student life at Oxford, apart from their main concentration with studies. One of the most intriguing features was the "wall newspaper." The stony face of Balliol College on Broad Street was usually full of aphorisms: "Berkeley said, Oxford was an idea in the mind of God. Help God forget it." "Alcohol is a solvent; people are



the solution." "Karl Marx is a fink." (The porters were kept so busy cleaning the walls that someone finally wrote, "Remember Belshazzar.") And on the side of New College ("new" in 1379, that is!) there appeared, "Balliol walls are a bourgeois concept" and "Aphorisms are the death rattle of revolution." In the summer of 1968 there appeared such widely divergent suggestions as "Reinstate LBJ" and "Smash capitalism." "Che lives" and "Victory to the NLF" appeared often.

Five revolutionary societies in Oxford combined and from time to time would give out mimeographed material and try to have demonstrations. But there is so much freedom at Oxford (and the tutorial system assures each undergraduate of unrestricted access to the ear of at least one adult) that most of the students let the revolutionaries alone. When a small group of them decided that All Souls, a college consisting entirely of "fellows," should open up its facilities to undergraduates, they picketed outside with placards that made much of the fact that the warden's name happened to be "Sparrow," implying that he was responsible for the death of Cock Robin, and citing Luke 12:7. At the height of their vigil, one of the fellows, A. L. Rowse (who has lectured at Agnes Scott on several occasions) came out and addressed the group. "Who are you middle-class young people, and what are you doing here?" A youth retorted, "Who are you, and what have you ever done?" To which Dr. Rowse replied, "I am A. L. Rowse, and I have written thirty books, none of which you have read, nor have you written any yourself. Now begone from here and get to work."

So far as I could tell, the entire population stops in the morning for "elevenes" (usually "white" coffee) and in the afternoon for tea. Pubs are favorite meeting places and have their own charm: among them the Turf, which one reaches through a labyrinth of walls; the Bear, where the walls are lined with the tips of neckties cut off former patrons; and the Trout, a delightful place along the Thames River.

The dramatic societies produce excellent plays; the debating society is active. On the playing fields you can watch soccer and rugby football; on the Isis River, rowing races. "Soul" music is performed by such groups as the Mindbenders.

The student magazine reflected the fact that some issues are universal. In the last publication I saw, the lead article was on "The Problem of Loneliness at



Gargoyles of St. Mary's grimace down from the Tower.

Oxford." An interview reported a visitor as saying, "Oxford is too *pure*. Life's just not like that." An editorial about students living in unregistered "digs" accused the administration of being slow in making changes in rules. And the wisdom of the young is to be recognized in a letter from a "Fresher": "We are not so simple as to believe that we can get through three years of University without having to work at something that seems at first both boring and useless."

The architecture and atmosphere of Oxford are a constant reminder of the ecclesiastical origins of the university. It was the love of learning as nurtured by the church of Jesus Christ, on the foundations of a Hebrew and Greek heritage, that began the search for truth there and in many other places, including Agnes Scott College.

From what I could observe, working together at Oxford are able and diligent junior and senior members of an academic community, unselfconsciously concerned with widening the horizons of their minds to be of use to society, with an integrity that may be taken for granted. I did not feel that such an environment was strange.

"Effortless superiority" only seems to be effortless. Superiority demands constant, dedicated effort.



# Let's Keep the Generation Gap Discernible

By VIRGINIA SUTTENFIELD '38, M.D.

WHEN I SEE a television commercial based on the advice to American women to "use our product and even teenagers won't be able to distinguish you from your daughter," I sometimes wonder how many women believe that such a goal is desirable, and how many men would prefer two daughters to the usual arrangement of a family with an easily discernible generation gap.

To solve the conflicts which inevitably arise between two generations within a family, when adolescent members are reaching for adulthood, by eliminating the differences creates more problems than are solved. Even further, to solve the conflicts by becoming a teen-ager oneself robs the adolescent member of the family of anywhere to go, of anyone to emulate. To use the teen-ager's language: "the adult cops out." For me just to say that the adult members of a family should continue in their roles as adults is not enough. I will try to convey my reasons for thinking so and something of my frame of reference which may be helpful in understanding why I think so.

Where are our adolescents going? Geographically, they are going further, faster, and more frequently than our generation did. And they have the means to go with little expenditure of energy on their part, so that the ultimate aim is one of having pleasurable experiences in places far from home. Often they are going without adults—although those same easily accessible means are just as available to adults as to adolescents. I know of one group

who got up very early on a recent Saturday morning to join their friends for a two-hour bus ride to a ski area, four or five hours of skiing, some lunch somewhere, sometime, and then a two-hour bus ride back home. The only adult necessary was the one who drove the bus. Even he might have been left behind except that we have laws which say that a person must have reached a certain age before he is to be entrusted with driving a bus.

Those two hours on the bus were probably anxious ones for most of the youngsters. They were watchful of one another even while singing lustily, or talking animatedly, or just jostling around. They were concerned about who was sitting next to whom, who had enough nerve to say what to whom or to do what to whom, who was living up to their expectations of each other, and who was letting them down. There may even have been some discussion about parental attitudes and actions; but, mostly, they were self-consciously concerned with themselves. Most of them, in that two-hour bus ride, were making psycholog-

ical progress on the way to becoming adults.

These are Fairfield County, Connecticut youngsters whose parents are available to them in many settings for interaction between the generations: parents who are mindful that their children have enough opportunity to establish themselves firmly within their peer group; parents who have nurtured them through many crises, who breathed a sigh of relief when the bus left, and began worrying about them a half-hour later, hoping they would have a good day and half-fearful that something might go wrong. You never know. For most of the parents when the youngsters got back, there were few words to convey what had gone on. The majority of the actual conversations would have sounded pretty inane had they been recorded. Although these children have been taught to be verbal, few of them can accurately describe their feelings or can put into language for their parents what such a day means to them. Such matters are for English compositions—or for the favored relative or friend who is interested enough and uninvolved enough not to threaten the teen-ager with exposure as he tries to deliriate himself.

Psychologically, today's adolescents are trying to go the same place the older generation was trying to go when they were adolescents. They are trying to become adults. They are looking over the opportunities which our society presents them, opportunities for becoming certain kinds of

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Illustrated by  
Joe McKibben

Much adolescent activity is directed toward testing one another.

adults. The careers available to them today are within the same categories as twenty-five years ago, inasmuch as we are still in a scientific-industrialized society. The specializations which have emerged within the last twenty-five years cause parents to gasp with their complexities and their vast potential yet unexplored.

Parents have to keep their composure while they encourage children to prepare for such things as computer programming, when the parents may not understand the new math, or for atomic research, or world politics, or organ transplants. (For comparison twenty-five years ago these career categories would have been: comptometer operation, bio-chemical or molecular research. Politics in any form was so frowned upon as a career choice it would probably not have appeared in the listing. Neurosurgery would have been the daring medical specialty then.) Nowadays the ethics of transplanting an organ from one human to another is being discussed, whereas the technical knowledge is accepted as worthwhile, and poten-

Parents work wonders when they keep the boundaries between the generations as clear as they can.

tially may lead to even greater possibilities not now known.

I dare say that our adolescents would like to have more indication from the older generation as to what we think about these career opportunities, or why we are spending so much on exploring outerspace, when so many of our citizens abhor the prospects of spending their lives in dead-end jobs. They certainly want clear indications from their parents of what the most important goals to put their energies toward attaining are. They welcome serious discussion of the ethics involved in the choices they are making. They don't want to be caught napping and later on discover that their lives have been spent meaninglessly.

Many of our youngsters are involving themselves in services to others. They may sign up for volunteer work in the hospital or boys' club because it will look good on the resumé they will be sending to colleges a few years from now, but they quickly find there are rewards in service to others which no one told them about. They find out money isn't everything. But, knowing how much money has meant to the older generation who lived through a depression, they are reluctant to talk about these inner feelings. Sometimes I think they may even feel sorry for us, sorry that we have worked so hard to build an affluent society for them!

Today's teen-agers are following in the footsteps of those young adults who, about ten years ago, began

dropping out of college to spend a year "thinking things over," or to roam aimlessly and wait for some direction to take shape in their lives, or just to wait awhile. Most of them  
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Mom and Dad may not recognize themselves in their first-grader's drawings.



# Generation Gap

(Continued)

found reasonable answers to their questions and have gone forward into adulthood and parenthood.

But they started a questioning which is far from finished. They dared to look at our values, our ultimate aims, and our ways of attaining those aims. They established a trend of looking at what they were getting before buying it. This process leads logically into open protest for those who think they are getting cheated in life. Many of our not-at-all-deprived youngsters have been joining in the protest. Perhaps they are trying to tell us something about brotherhood. The younger generation really seems to want everybody to have a chance to live a meaningful life. And not alone. They want companionship with depth, excitement, loyalty, generosity, and consideration. Much of their activity is directed toward testing one another for just these qualities. Furthermore, if parents keep the generation gap clearly discernible, they can help adolescents reach their goal of full adulthood.

From the point of view of the parent, let's review what they have contributed in the past fifteen years. For those of you who are parents, particularly mothers, perhaps a look at what you have done already without question will give insight into those areas which now cause you concern, even anger, when your children reach adolescence.

By your constant devotion and consistent attitudes towards your infants, you have taught them that you are trustworthy, that the piece of the world they know as theirs is one which can be counted on to have meaning and continuity. You even conveyed a sense of style and laid the groundwork for a religious orientation. By this I mean that, very early, young children get a sense of knowing whether their parents believe that everything comes from the parent, or whether there is humility about maintaining a common faith which has been proudly passed on from one generation to the next. You have conveyed by the very quality of your handling whether your infant was welcomed to the family, and he very soon discovered what his



place was within the family and how to bring you closer or how to send you away. Your anxieties were also communicated to the infant; and if the periods of anxiety were not too long or too intense, they were not likely to interfere with the development of *basic trust* so important for the first stage of a person's life.

When your child began to walk, you were proud of his accomplishment—and probably let your mother know at the earliest opportunity. The child was proud, too, and quickly learned that walking could get him towards something he wanted to reach as well as to get him away from what he didn't like. Climbing was something else again. Mothers are not so happy about children climbing onto things, or pulling things down onto themselves. To watch your child gain motor skills was not all pleasure, but any parent would be worried if her child did not develop them.

Then young children learn to hold on to what they like and let go what they do not. And there is a perplexing ambivalent stage during which both child and parent are confused about what to hold onto and what to let go. (If this ambivalence sounds similar to indecisiveness of teen-agers, you will agree that there is an ele-

ment of recapitulation of earlier stages passed through in the complexity of adolescence.) When your child was learning motor skills you were careful to guide his movements in such a way that he would not get discouraged in perfecting those skills while learning where you would allow him to apply them. Your delineation of limits at that stage was reassuring, to say nothing of being lifesaving. Even a very young child learns the wisdom of not running out into the street, or of not climbing onto the bookshelves because of danger of bodily harm.

When you stop to think about it, you may marvel at the complexity of the message you conveyed to your child. In effect, you and your husband said to your child in a way that reached the very core of his being: "We love you, we want you to learn to live with us, we are proud of your accomplishments, we want you to stay out of harm's way, and we want you not to get discouraged by our restrictions on your movements." And you conveyed all this to your child without producing deep shame. By so doing, you established your child's rightful dignity. This led to his readiness to live in a family where some order has been established and in which he could expect to enjoy



some individuality within a structure which continued to care for his basic needs.

He was by that time ready to tackle the outside world, which, at that stage meant learning to cope with whatever other youngster was available as a playmate. Many of you purposely chose his playmates by enrolling your child in a carefully selected nursery school. Your child learned not only to cope with other children but also to take pleasure in planning activities with them, in aggressively getting them to agree with him, or at least to take turns choosing what they would do together.

Also, many of your children had to deal with jealousy over a baby in the family and to come to some peace with the fact that Mother was no longer exclusively at the older child's disposal. You, meanwhile, were learning that you could trust your child to act predictably even out of your sight. This is to say that the beginnings of true conscience were established by the time you could comfortably leave your child to play unsupervised with another child for half an hour.

While the conscience is forming (and it is not complete until late in adolescence), it seems to me that the coalition of the two parents is of the

utmost importance. Often it is disagreement over the way the child shall be brought up which allows differences in the parents which were only vaguely hinted at before, to surface. When your child was in nursery school, you, as parents were balancing out between you your relative strengths and weaknesses as individuals and forming a coalition which would ready your child for formalized education. You were gratified to hear from your child's teacher that he was eager to learn, willing to share, interested in class projects, able to profit from example set by others. You glowed with understandable pride when your child said he wanted to grow up to be just like you. You may not have recognized yourself in the crayon portrait he drew in first grade, but you praised him and pinned it up for all to see and comment!

Subsequent development of these themes took place so rapidly that you may have forgotten just how it came about that your child began to notice what other fathers did for a living, how they spent their spare time, how their table manners compared, to name but a few of the areas which interest a child when he begins to move beyond the core of the family. Self-consciousness about

differences or weakness in the parental coalition puts the child at a disadvantage. He may become overly constricted, or overly obedient, or suspicious and evasive. He, or more precisely, she may set herself up as a self-righteous moralist like Lucy of the *Peanuts* cartoon strip who has a consultation booth to sell advice to other children.

The most damaging result to the child of weakness in the parental coalition is confusion over sexual identification. In order for each child to be secure within himself about his sex and about later expectations when he reaches biological maturity, each must grow up in a family where both parents are present, where they have respect for one another, where their expectations of each other are realistic, where they self-consciously show affection for one another, and where they agree on important basic ideals. It is also nice if they can allow each other to make a mistake now and then without being covered with sarcasm. And there are certainly times when openly expressed anger is appropriate in response to thoughtless lack of consideration or unjustified displacement of emotions.

A girl learns from both her mother and her father what it is like to be  
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# Generation Gap

(Continued)

a woman, and to be married, and what she can expect of men. A boy, in the same sense, learns from both parents what his role can be as a mature man. When either of the parents degrades the other in the eyes of the child, the child may give up completely trying to emulate his parent—or give up ever expecting to succeed in an adult world. He may resort to rages, or phobias, or any of the other forms of sickness indicating maladjustment.

When the coalition is strong between the parents, the child can enter his next phase vigorously and can apply great energy to the task of learning in a systematic way what school has to offer. He can begin learning fundamentals of technology, so important in our world. We are never really amazed to hear that a ten-year-old boy can fly a plane because he learned how from a comic book. We expect that sort of careful attention to details from our youngsters. What we need to be aware of is that it is frustrating to them that they cannot apply their technical knowledge immediately. But by the time a child finishes grade school, he will begin to realize with accuracy what the world has to offer, and he may begin to think about his career. Of course we would not hold him to the choice he makes at age eleven, as he may make a more discriminating one later, but the choice at eleven will not be based on the attractiveness of the uniform, or the immediacy of results. He can now think and project himself into future maturity.

What the mother, or father, was doing while the child was in elementary school may not have seemed very significant. It was to a large extent talking, explaining, answering questions, clarifying what was expected. Many of the important exchanges took place while you were

chauffeur your child to this and that worthwhile activity. The chauffeur situation is often fairly routine, and it is a time which the child can count on to have your attention for bringing up questions important to him. Those times he often remembers with pleasure.

When the elementary school years have not gone well for a child, he enters adolescence with a conviction of inferiority which is difficult to reverse. He may be convinced also that decisions are all based on prejudice, and that what he does (no matter what) would not make any difference inasmuch as he is inferior and doomed to failure.

When childhood has gone right, when his family remains strong and intact, the child will enter adolescence with the expectation that he will take his rightful place in adult life based on his efforts and his unique qualifications as an individual. *And he will expect his parents to continue to represent for him the older generation.* This does not mean that he will not challenge the firmness and the soundness of the parental coalition. Any healthy youngster does a lot of testing the limits. You, as a parent, may be weary of the struggle at times. But if you keep your own role clear, even if you stumble, the adolescent will give you a hand, or give you a rest, or in some other way let you know that he wants you clearly to remain the parent. When he comes to the point of breaking away, he will help you to know that he is establishing a new generation, not trying to "break up" the older generation.

Let me say from my experience as a clinician who treats both children and adults, the generation gap is inevitable in a healthy family. And my best advice to you sounds simple: keep the boundaries between the two generations as clear as you can.

# Trustees Commend Dean Carrie Scandrett



IN THE AUTUMN of 1920, Miss Carrie Scandrett entered Agnes Scott as a freshman. From that day to this, with the exception of one year immediately following her graduation, she has been an integral and organic part of this college—four years as a student and forty-four years as a member of the administration, making a total of forty-eight years at Agnes Scott.

As an undergraduate, Miss Scandrett displayed the energy which has characterized everything she has done. Most students are content to major in only one discipline, but not Carrie Scandrett. She majored in both Latin

and chemistry and while doing so was president of Student Government, a singer in the Glee Club, and a member of the varsity hockey team, to name just a few of her activities. In the *Silhouette* for 1924, her fellow-students wrote as follows:

Dick is, without doubt, the most popular and best-loved girl in the college. If Agnes Scott can keep on having student government presidents like her, the greatness of the college is assured.

Graduating from Agnes Scott in 1924, Miss Scandrett spent one year working with the Y.W.C.A. In 1925

she returned to her alma mater to become secretary to the dean, a post which she filled until 1931 when she became assistant dean. In 1938 on the retirement of Miss Nannette Hopkins, Miss Scandrett was named Agnes Scott's first dean of students, a post from which she is retiring at the end of this academic session.

It is as dean of students for thirty-one years that Carrie Scandrett has been a major influence in determining the excellent college that Agnes Scott is. Indeed, it is not too much to say that she has touched more young people constructively and determinatively than has anyone else who has ever been at Agnes Scott. Miss Scandrett has always been available—twenty-four hours a day, seven days a week. Every student has been her individual concern, and in countless ways, many of which these young women have never been aware of, Miss Scandrett has sustained and helped them.

Dean Scandrett's duties have been legion. No area of Agnes Scott's life has escaped her notice, her attention, and her care. She has been the guide and stay of students; she has encouraged and counselled faculty members, and she has undergirded the administration with a strength and integrity that defy description and analysis. Devotion to duty, an abhorrence of sham and hypocrisy, a directness of approach, an unerring sense of propriety, unbounded energy and ingenuity—these are a few of the characteristics of this distinguished woman.

Now as Dean Scandrett retires from active service to Agnes Scott, the Board of Trustees registers its lasting appreciation of and for her. Indeed, so great is Agnes Scott's debt to Carrie Scandrett that it can only be acknowledged, never repaid. Ours, as a Board of Trustees, has been the good fortune to come to the Agnes Scott scene concurrently with this lady. We give thanks that we have had this privilege.

# Agnes Scott's Space Age Honor Guard

By ADELAIDE CUNNINGHAM '11

TODAY, WHEN THE TREND is for youth not to trust those over thirty, those alumnae, like me, who are "oldsters" especially appreciate the Alumnae Association designating our group as "The Honor Guard." (I'll tell the truth: when you are over thirty, you don't trust yourself!—I read that in *Saturday Review*, so I trust it.)

The older woman, in the Space Age, what is she like, in body, mind, and spirit? What are her opportunities? How is she using her talents, her training in today's world? Science has shown us how to take better care of our bodies, hence to live longer. Statistics prove that women live longer than men. For example, of the fourteen members of my class, 1911, nine are living. Two are unmarried, and of the seven who married, six have outlived their husbands. Our minds have been developed by the opening of doors formerly closed to the education of women, by easier and faster methods of travel, and by the miraculous media of electronic communication. In spirit, we have been quickened by new opportunities for service; by spirit I mean an inspiring or animating principle, such as pervades thought, feeling, or action.

As alumnae of Agnes Scott, we are the products of a great college whose history parallels that of the Space Age. I shall name a few milestones. 1891, Decatur Female Seminary, founded in 1889, becomes Agnes Scott Institute. 1903, the Wright brothers fly the first powered airplane in history, near Kitty Hawk, N.C. One of Robert Frost's poems, "Kitty Hawk," written in 1953, recalls the year 1894 when he stood here

Off on the unbounded  
Beaches where the whole  
of the Atlantic pounded

Neither you nor I  
Ever thought to fly.  
Oh, but fly we did,  
literally fly.

1906, Agnes Scott, now an accredited college, confers the B.A. degree upon five members of the graduating class. 1927, Charles Lindbergh makes the first non-stop airplane flight from New York to Paris.

1931, the Agnes Scott Alumnae Association, after studying programs for alumni education in twenty-four colleges and universities, conducts an alumnae weekend, our first experiment in continuing education. 1932, Amelia Earhart makes the first aerial crossing of the Atlantic by a woman. 1963, Valentina Tereshkova, first woman cosmonaut, flies in space. December, 1968, Apollo 8 orbits the moon—"the most daring excursion in the history of human endeavor," wrote Kenneth



Weaver in the *National Geographic* for February, March 13, 1969, Apollo 9 astronauts return safely after a space flight that brings America one step nearer to a moon landing. February, 1969, Agnes Scott offers to alumnae "The Winter Continuing Education Program" with an added "Special for Spring, Astronomy for Astronauts."

Today, just as the number of older people has increased, so also have the opportunities for older people. Meeting our needs are Medicare, Medicaid, homes for the retired, part-time employment, and recreation. For women there have been gains in securing equal status with men in government, social legislation, business, and the professions. Since technology now performs many tasks formerly requiring physical strength, we are now free to do much with our minds. Agnes Scott has taught us how to learn and to continue learning all our lives. She has developed in us an awareness of the beauties of the earth and its wonders; she has given us a knowledge of the peoples on the earth, with an understanding of the needs of many of them. Through great teachers we have been inspired with the ideal of service.

The NASA program is a stimulus for the mind and spirit. Robert Frost was prophetic in these lines, which are also from "Kitty Hawk":

Don't discount our powers;  
We have made a pass  
At the infinite,  
Made it as it were,  
Rationally ours.

The entire space program originates in the mind of man. In a press conference for the three members of the Apollo 8 crew, broadcast on television, Captain Frank

Borman said, "Exploration is the essence of the human spirit. To pause, to falter, to turn our back on the quest for knowledge, is to perish." We await the achievement of the three goals for the NASA program: to land men on the moon, explore the planets, and learn more about conditions on the earth.

"In the beginning God created the heaven and the earth." These words took on new meaning when we heard them read by the astronauts more than a hundred thousand miles away, as they saw "the good earth" floating in that eternal silence. Later, in the press conference, William Anders said that the view of our earth impressed them with the one-world idea. Archibald MacLeish saw in their thoughts the coming of a new era when "man may at last become himself" and we may see ourselves as "brothers who know now they are truly brothers." In an era of instant communication and total involvement with what is happening to everyone all over the world, this dream may be closer to reality than ever before.

In our Agnes Scott Atlanta Alumnae Club programs this year we have seen how our alma mater is adapting herself to the changing needs of the Space Age. At our January meeting Sylvia Chapman '64, assistant to the dean of students, spoke of current students wanting reforms now. Some of these same students are tutoring seventeen college employees, conducting a voluntary program for the educationally deprived. This project, and I quote from an editorial in the Atlanta Constitution, January 22, 1969, "is the result of cooperation among the Christian Association on the campus, the Student Government Association, and the Literacy Action Foundation, Inc., of Metropolitan Atlanta."

The close association between Agnes Scott and the greater Atlanta urban community is seen also in the following statistic: fifteen alumnae and three members of the faculty have won Atlanta's "Woman of the Year" award. One of these, Sarah Frances McDonald '36, an outstanding attorney in Decatur, also spoke at our January alumnae club meeting. One former member of the faculty, Dr. Catherine Sims, now dean of the faculty at Sweet Briar College, received the honor twice: in 1946 as WOTY in Education; in 1956, in Civic Service.

Our third speaker in January, Adele Dieckmann '48, nationally known Atlanta authority on sacred music, is the daughter of Emma Pope Moss Dieckmann '13, one of those in the Honor Guard to whom we pay especial tribute today, for they have succeeded in the dual role of homemaker and career woman. One has only to read the Class News in the *Quarterly* to see that alumnae, their children, and grandchildren are leading happy, useful lives all over the world.

I shall name a few others among the first graduates who are still active. My classmate, Mary Wallace Kirk '11 has enriched the lives of many through her artistic and literary talents. She has been a trustee of Agnes Scott for more than fifty years, and is this year

serving as Honor Guard chairman in the Alumnae Annual Fund Campaign. Lizzabel Saxon '08, did her first teaching in Agnes Scott Academy, then the preparatory department of the College. She taught later in the Atlanta high schools until her first retirement in 1953. During ten more years of teaching in her home town of Calhoun, Ga., she was made Teacher of the Year and later, Star Teacher. She has won a Master's degree from Columbia University and attended eight summer schools from Ohio to Mexico. Lizzabel is now tutoring and supply teaching, and the hair on that Phi Beta Kappa head is still coal black!

Mildred Thomson '10 has written a book, *Prologue*, describing her thirty-five years of service in a state-wide program in Minnesota for the mentally retarded. The National Association for Retarded Children gave Mildred its first award. And Janie McGaughey '13 has also written a book, *On the Crest of the Present*, about her twenty-seven years as executive secretary for Women's Work in the Presbyterian Church, U.S. She holds an honorary doctorate from Southwestern at Memphis and is the first woman in Georgia to be ordained an elder in her church.

Numberless alumnae are homemakers, and many who are wives and mothers are also career women, finding satisfaction and happiness in activities outside the home. There are those whose children are married, who engage in rewarding work in "the world." For the educated woman of today, horizons are unlimited. In the January, 1969 AAUW "Journal" there are two articles on this subject. I quote from the one by Helen Marie Casey. She says of the educated homemaker, "With love and the strength of her vision she can bring into being a very special kind of beauty."

Last fall our first club program in the series was on the Space Age Child. Recently on television Astronaut Lovell spoke of his Space Age baby, whose toys are rockets, not guns. I should like to tell you of another Space Age baby, one who lives in Athens, where her father is professor of sociology in the University of Georgia. She is Margaret Louise Alston, the namesake and great-grandchild of our own Margaret Wright Alston Acad., who is here today to be the next program speaker. Perhaps one day this little girl will enter Agnes Scott College, and in the twenty-first century, she may become one of the women to make a better America and a better world. You remember how Tennyson's Ulysses exhorts his mariners:

To follow knowledge like a sinking star  
Beyond the utmost bound of human thought.

Old age hath yet his honor and his toil.  
Death closes all; but something ere the end,  
Some work of noble note may yet be done  
Not unbecoming men who strove with gods.

May I update these last two lines and predict

Much work of noble note will yet be done  
Not unbecoming women who went to Agnes Scott.





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## DEATHS

### Faculty

**Elizabeth Crigler**, former chemistry professor, March 11, 1969.

**Emma May Laney**, Professor of English, March 25, 1969. (Her brother is Frank M. Laney, 1723 Autumn Ave., Memphis, Tenn. 38112)

### Institute

**Eileen Goher**, May 17, 1969.

**Julia Stokes**, April 11, 1969.

### Academy

**Lida Ramsay**, March, 1967.

### 1912

**Hazel Murphy Elder** (Mrs. C. Durham), March 11, 1968.

### 1913

**Earl C. Steele**, husband of Edlena Gillespie Steele, August, 1968.

### 1916

**Clarence Inzer**, former lieutenant governor of Alabama, husband of Alice Weatherly Inzer, December, 1967.

### 1917

**Katherine Lindamood Cattlett** (Mrs. Richard), February 23, 1969.

### 1919

**Sam E. Levy**, husband of Annie Silverman Levy, December 26, 1968.

### 1921

**Julia McCullough McMichael** (Mrs. Robert L.), February 5, 1969.

### 1922

**Grace Anderson**, April 23, 1969.

### 1923

**Carrie Sloan Allison White** (Mrs. Seibern), August 31, 1968.

### 1927

**Milton Edward Miller**, husband of Lib Norfleet Miller, April 12, 1969.

### 1928

**Marguerite Lake Miller** (Mrs. J. E.), March 14, 1969.

### 1931

**Dr. Haywood S. Bartlett**, husband of Elmore Bellingrath Bartlett, April 1, 1969.

### 1932

**Mrs. Benjamin F. Duke**, mother of Mary Duke Hess, April 27, 1969.

**Joe R. Morrison**, husband of Etta Mathis Morrison, March 18, 1969.

### 1937

**Mrs. J. A. Tilly**, mother of Mildred Tilly, March, 1969.

### 1941

**Josephine Cates**, November 22, 1968, of pneumonia.

**Margaret Falkinburg Myers** (Mrs. Vance A.), August, 1968.

### 1943

**Alice Steadman McMurphy** (Mrs. Marion), February 14, 1969.

### 1946

**LaNelle Wright Humphries** (Mrs. A. A.), May 9, 1969, of brain tumor.

### 1948

**Leph Scott**, father of Margaret Scott Cathey, February 28, 1969.

### 1950

**Mrs. Louise W. Mitchell**, mother of Miriam Mitchell Ingman, March 24, 1969.

### 1956

**Mrs. K. L. Greenfield**, mother of Sallie Greenfield Blum, May 6, 1969.

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## Worthy Notes

# An April Evening Was Devoted to Carrie Scandrett

HAPPINESS WAS THE WORD for Miss Scandrett's Reception. Wish you could have been there—every one of you. 'Twas a great and gala evening, that April Friday, and throughout there flowed a current of warmth, of love, for a person, for a college, for one another.

I can try to delineate the events of the recognition of Carrie Scandrett, but I shall not attempt to describe the feeling—it just happened, and one had to be a part of it to understand it.

Major kudos for the whole affair go to Miss Nancy P. Groseclose, who was its major domo. Last year President Alston asked her to chair a committee to make plans for honoring Dean Scandrett who would retire in June, 1969. Serving on the "CS Recognition Committee" with Miss Groseclose (biology faculty member and close friend of Dick's) were: Jane Meadows Oliver (Mrs. Carl) '47, president of the Alumnae Association; from the faculty Mr. Joe Frierson and Miss Roberta Winter '27; from the student body, Miss Mary Gillespie '69, and Miss Mary Chapman '69; from the administrative staff Mr. W. Edward McNair, director of public relations, Miss Ione Murphy, assistant dean of students, and I as director of alumnae affairs.

In my checkered career—not just at Agnes Scott—I have been a member of numberless committees. (I recall a Red Cross staff meeting in which I said, "I am 'met out', I just don't think I can stand another committee meeting." My supervisor replied, "Ann Worthy, if you can find another way to get the Red Cross job done, please let me be the first to know!") Being a member of the CS Recognition Committee proved to be a joy, not a chore. Nancy Groseclose saw to it that meetings were few but that the myriad details dovetailed.

We determined early to have a reception for Dick on the Friday night of Alumnae Week End, April 11, and to gather enough money for a special gift, perhaps a new car to replace her vintage 1953 one. And we determined, naively, that these plans would be kept secret from Miss Scandrett. (I can now ask her forgiveness for numerous "little white lies".)

As putting plans into action gained momentum, so did ideas. When the entire Agnes Scott family—alumnae,

faculty and staff, students, trustees—get going on something for a person as beloved as Dick, there is no stopping us! (Why didn't someone ask *us* to put a man/woman on the moon ten years ago?) Letters for her to keep, money for a color TV set as well as a car, and best of all, the establishment of The Carrie Scandrett Fund for the college leapt from idea to actuality. By action of the trustees, income from this fund will be used for student activities, thus perpetually honoring a lady who has literally given her life to students.

Dick, herself, wanted in all honesty nothing to be done for her on the occasion of her retirement. But she weathered well that April evening. Alumnae came, from California to New York; Dick looked lovely (see p. 13); John Flynt, former head waiter in Rebekah Dining Room, rang the old bell, and the new Walter's Hall terrace floor was a gracious setting for an informal, easy reception.

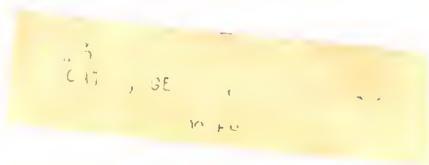
A current student said, "I didn't realize so many people loved Miss Scandrett" (some current students think of her only as an "austere authority"). One alumna said, "I've been back on campus many times, in official and unofficial positions, and I've never before experienced this kind of 'togetherness'."

Dick won't buy her new car till she returns, perhaps a year hence, from a visit with her sister (Ruth Scandrett Hardy '22 and her husband, John, on the Isle of Man).

Dick's reception was a nice preamble to Saturday, main day in Alumnae Week End. I will report in the next issue on that day, but let me now give you a quote from a 50th Reunion class member who could not come: "I saw the picture of Elva (my older sister) taken at her fiftieth at Wellesley and the camera caught what might be called a small disaster. A few of the 'girls' were on canes, one was in a wheel chair and some appeared to be holding others up. So my suggestion is to have a dance at which only slow minuets are permitted and ask all the young interns at Emory to come on over and softly glide the ladies across the floor. Do give this some thought!"

*Ann Worthy Johnson '38*





# Agnes Scott

THE ALUMNAE QUARTERLY

SUMMER 1969



**Front and Back Covers:** With changes on campus seeming to occur daily, it may be comforting to know that Agnes Scott's magnificent magnolias still stand tall and stately. Front: Ellen Gilbert '71, daughter of Marion Derrick Gilbert '36; back: Janet Allen '70, Sally Moore '71 and Ellen.



THE ALUMNAE QUARTERLY VOL. 47 NO. 4

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## New Academic Dean is Old Acquaintance

DR. JULIA T. GARY's appointment as dean of the faculty was confirmed by Agnes Scott's Board of Trustees at their May meeting. Dr. Gary had been serving as acting dean since January, when Dean C. Benton Kline, Jr. resigned to become associated with Columbia Theological Seminary.

A native of Henderson, N.C., Dean Gary holds the B. A. degree from Randolph-Macon Woman's College, the M. A. from Mount Holyoke and the Ph.D. in chemistry from Emory University. She has done special study at the Oak Ridge Institute of Nuclear Studies, Tufts University and at the University of Illinois. She is a member of Phi Beta Kappa.

Dr. Gary has taught at Randolph-Macon, Mount Holyoke and Emory. She came to Agnes Scott as assistant professor of chemistry in 1957, was named associate professor in 1960, assistant dean of the faculty in 1962 and associate dean in 1967.

In announcing Miss Gary's selection, President Alston said, "The action of the Board in naming Miss Julia Gary as dean of the faculty assures the Agnes Scott community of continued academic leadership of superior quality. Dean Gary is admirably prepared for the responsibilities of the dean's office." (*See her article on p. 31*)



# Space Age Career Women

Sarah Francis McDonald '36, an attorney in private practice, brings us up to date on

## Women in the Legal Profession

**M**Y remarks to you about the space age career woman I have divided into these areas: the need; the opportunity; the facts; the challenge; the responsibility, and the hope. I shall only be able to touch on each area, but perhaps I can give you a few ideas which you may explore further.

First of all, the need is apparent, and is growing every day, for more women to join the labor force. The enormous growth in our population, explosion in our economy and staggering federal spending have created a situation of virtually full employment today. The factors I have just mentioned will bring about even greater shortages in the labor force in the next decade.

Women already constitute a large proportion of the total working population. Fifty percent of all women in the age group of 45 to 55 are employed, and another interesting fact is that 50% of women in the United States are married before the age of

twenty-one. We can deduce, then, that a high percentage of the working women are married, and that many in the higher age group must be reentering the working force. Many women do work only part time and, of course, this is one of the problems with professional women which I will discuss later. The trend today is for more women to work a larger part of their lives and drop out of the labor force for shorter periods to marry, have children or for other reasons.

Let us look now at the opportunity for women in the professions. The girls in law school today tend to be at or near the top of their classes, so we see a very high quality of women going into law. Another thing I have noticed is that many of them are personally attractive. The space-age career woman is quite a different person from the low heeled, sternly suited, stringy haired, professional of the "olden" days—not so very long ago! Law firms today are recruiting actively to find the most outstanding members of law school classes. They are scanning students' records; they are having them come to meet the members of the firm, their families and friends and are giving them a real third degree, not only about their abilities but about their personal and social habits. I have had several senior members of large law firms tell me that they spend as much time as they can on activities with the young recruits, had them in their homes, watched their manners, observed how much they drank, how they conducted themselves in every area.

In a relatively short period, we have seen an overcrowded field change into one in which lawyers are in short supply. I am sure that the same is true in other professions. I think back to only a few years ago, when young lawyers

were beating the bushes trying to find a spot to hang their shingle. All of us then went into law knowing that we were going to have a five-year starvation period. I recall one young lawyer coming in to see Mr. Burgess, with whom I shared offices, about going in to practice in Decatur. Hugh Burgess told him to come on out but that we had so many lawyers here already we were representing each other! At that time we probably had twenty-five or thirty lawyers. Today we have about 150 members of our bar.

One other feature of opportunity is the higher income a woman in the professions may expect today. I am a product of the depression days and must admit that I am staggered by the starting salaries for young lawyers fresh out of law school who don't know anything about the practice of law. A few of the really affluent firms are starting the young man and, occasionally, a young woman at \$12,000 a year. I am reminded of one of the older members of our Decatur-DeKalb Bar who said that in the early days of his practice, a lawyer was lucky when he made a \$5.00 fee—and a few more smaller ones. So, there is today a wide choice for women in selecting stimulating and challenging positions.

Let's take a look at a few of the facts about women in professions. The professional schools, I understand, are all over-crowded. They have limited openings for those seeking to enter the schools. The competition for these spots is very high indeed, so the first hurdle a woman has to get over is actually getting into a professional school. I would like to call your attention to the problems of Deans of professional schools. When the chances are 50-50 only that women will work full time in a profession, while the chances that men will do so are bet-



Sarah Frances McDonald '36

ter than 90%, the Deans usually choose the men. They tend to discourage women applicants because they look at such facts, and they are certainly inclined to use the limited facilities for those who will give full time to the profession. They also know what happens when the women seek affiliation with law firms, and that there still are problems in this area.

What do law firms say when women apply? The firms generally are reluctant. They say that women are poor risks, in that they will drop out of the profession or be interrupted in their careers because of marriage, or birth of children, or because women will be moving about with their husbands. These are valid considerations for Deans of schools and also for firms considering employing women, because the cost of education is so high, and the time and effort that someone has to expend in training the young members of the profession is enormous. The dollars and effort are going to be placed where the best productivity over the long term can be expected. The bets, I am afraid, have been on the men.

I will mention, also, a few of the real reasons I have learned which indicate why law firms don't employ women very readily. I understand that some of the firm members' wives object to the close working relationship of their husbands with these attractive females. Some social problems are created in a virtually all male firm situation, and another reason, which surprised me a great deal, is that the young lawyers object far more strenuously to women lawyers than do the older ones. Perhaps they have had the sting of being outdistanced by the women in law school (and I think it is a fact that men do not like to be beaten in anything by a woman.)

There is, in my judgment, invalidity in some of the reasons assigned by law firms for not employing women. A woman who has gone through the grueling training is quite likely to stick with it. Even though some women do have to move about with their husbands in this transient society, I think, generally, they are more stable workers than men. I will tell you a funny conversation I shared recently. We were discussing women lawyers one night and there was a young male lawyer present. He voiced long objections to women lawyers, culminating in, "Why, I would no more get women

trained in than they will move." This was hilarious because the young male lawyer had changed law firms three times in three years and was about to make another move!

Another fact which you might be interested in is the trend to group practice, and the firms are getting larger and larger. One of the reasons for this trend is that through group practice, we can share the high cost of operation and, with hope, pull down our overhead. Then, there is also the trend to specialization, because the law is getting more and more complex and requires a high degree of expertise in handling many problems.

Personally, I would not want to be a part of a large firm. I think one would get lost in the herd, and clients, I find, are not too fond of this, because the personal touch is often times lost. I understand that when women are employed by large firms, they are often assigned routine or menial tasks and are not given the same challenging work that is assigned to men. This is purely second-hand information, but I am told that the pay is often less for a woman in a professional job with a corporation or in an association of attorneys.

It is not an easy task to combine a full-time career with a family, since the demands on a professional person's time and energy are staggering. I honestly believe that it takes a special kind of man to work with and encourage his wife to fulfill herself in any profession.

This brings me to the challenge to professional women today. The need is so great for more qualified women in the professions that people who are concerning themselves with this problem believe ways will be found to help women fulfill their natural and important roles as wife and mother in duality with their roles as professionals. To accomplish this, certain changes will be required. First, there must be a change in the basic attitudes of Society. When I was appointed as a member of the Governor's commission on the status of women, a friend of mine remarked that she knew the best way to upgrade the status of women and that was to change the care and feeding of little boys. I was discussing recently the employment of women in Atlanta law firms with a male attorney friend of mine, and he said that his law firm had summed up their objections to bringing women into

their firm in one word: hormones. Before we can expect any real change in the attitudes of Society, I believe that women will have to prove themselves and convince the men that they are good bets and will be as stable as the men professionals.

Another change which will be required is that more flexible arrangements will have to be made by the educational institutions for female married students, and for graduate students or those embarked upon internships when they are interrupted in their studies by marriage or birth of children. Facilities will have to be devised for continuing the education (and retraining) of those who have been away because of child bearing.

Another necessity for women professionals, particularly for those who are married and are mothers, is for trained homemakers to come into the home to keep it and to care for the children.

Also, changes in income tax laws seem imperative. The present tax laws are not conducive to encouraging a husband and wife to be in the high income brackets, because the combined income of a husband and wife creates enormous tax liabilities.

Granted that such sweeping changes are possible, where does the space-age professional woman's responsibility lie? There is much talk today about equal rights but far too little about equal responsibility. I believe that if women accept the expensive education in the professional schools where openings are limited, and if they go on to accept their training by experienced professionals with whom they are associated, then I think they have a distinct responsibility to be contributing members of their chosen professions with reasonable time out for marriage and child bearing.

The great hope I have I will share with you. It is based on the fact that women, themselves, are understanding more about themselves and their special problems. Women will be aiming higher and finding more interesting fields in which to use their full potential. Actually, qualified women who have proven themselves are just as much in demand as men are.

One of the good law schools here recently promoted a seminar with Atlanta law firms on the problem of the hiring of women attorneys, and attempts were made to educate the men

(Continued)

Adele Dieckmann '48, Director of Music at Atlanta's Trinity Presbyterian Church, helps us take a stride toward understanding (if not accepting)

## Contemporary Church Music

I brought you a little "moon music" this afternoon in honor of the space age. This is electronic music played by a "synthesizer" expressly for a recording, not a live concert; the title is "Silver Apples of the Moon" (a line taken from a poem of Yeats which reflects the unifying idea of the composition, and it was composed by Morton Subotnick. (Recording: Nonesuch H-71174).

Having set the stage with perhaps the newest medium in music, I would like to talk to you first about the experimental forms in church music at present. We might divide the material into the jazz and pop idiom, and the computer idiom. The first thing to note is that these experiments are all serious. The most outstanding recent example of a serious jazz composition for church use is that of Dave Brubeck. He has just written an oratorio called "The Light in the Wilderness." It consists of passages of choral music and solos using the words and the life of Jesus from the four Gospels to present its central message of the brotherhood of man; these passages are set apart by Dave Brubeck's own jazz improvisations. (Recording: Decca Album DXSA 7202). The work was given its premiere in Cincinnati on February 29, 1968, with other performances in Denver during the summer, in Texas and in North Carolina. Dave Brubeck has retired from touring with his jazz group and says he will compose in the years ahead. How well received this oratorio is in the long run, we shall have to wait to see; it is interesting and significant. The jazz here is first rate and has integrity. Many of the other jazz efforts with



Adele Dieckmann '48

which we are supposed to be taken have not been first rate jazz and have already not stood the test of time and repeated hearings.

We ought not to leave this area without a comment on rock and folk idioms. Have you heard the Electric Prunes' rock setting of a mass text? (Reprise label S-6275) Many find their conception of the meaning of this text and its liturgical significance a very insensitive rendition, but there are those who would defend it. Have you heard one of the itinerant minstrels who has been touring from coast to coast with wife and guitar singing in churches such songs as are recorded on his disc "Cool Livin'"? (Avant-Garde label: 107) I refer to John Ylvisaker who has been trained in very creditable music departments of the mid-West. He would bid us throw

away the hymnbooks and forget the past, because only contemporary expressions are what we need today. (See his article in Dimensions, Sept., 1968: "Instant Worship"). I find all of this very disturbing, personally, and I think it is time the churches examined carefully what is being sung in the rock and folk idioms and not just swallow it as the newest (therefore good?) thing. Listen to this Ylvisaker text for the song "The Man and His Dog:"

Once I had a mangy old cur but  
I taught him how to bow and call  
me sir;  
And when I went for a walk out in  
the park  
I knew he'd protect me in the dark:  
(punctuated with rhythmic uh's!)  
He's a big one, kind of pretty,  
I call him my old man.

Well, one day I was feelin' kinda  
mean  
'Bout all I could do was to sit and  
scream  
When I spied my old man out in the  
yard  
I give a whistle good n'hard  
He come a-runnin'  
And I seen him comin'  
You know I give that mangy old dog  
a boot  
With the meaty part of my right foot  
He give a yelp and I say "Hey,"  
but  
The stupid mutt didn't run away:  
He just stood there lookin' sad and  
lonely  
Made me feel kind of nervous.

Well, that exercise was real good  
I knew the ole boy understood

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## Women in the Legal Profession (continued)

and to persuade them to venture into this field.

Those women who have a serious desire to make a profession a career will, I believe, soon be more able to recognize their innate abilities and talents and to choose a career in which the hours can be flexible, so that one

can combine her working life with her family responsibilities.

How can men be helped to understand?

Finally, sex discrimination is not the "bugaboo" it once was for the career woman. It has been my observation that the successful professional woman

has little trouble with discrimination. She is too busy. One learns to accept small prejudices without any loss of dignity. Men will make grimaces and generalizations about women professionals, but they not only accept, they truly welcome individual women in the professions.

'Cause when you get to feelin' upset  
and mean  
You've got to let off just a little  
steam  
It's nice to have a dog around the  
house  
Well I told you he would under-  
stand  
He come up and lick me on the hand  
No greater love hath any man  
Than he'd give a pat whenever he  
can  
I pat him—man's best friend—true  
to the end.

Or consider these words from the song  
"Cool Livin'":

When I go to church  
I hear the preacher sayin'  
The Lord absolves and forgives you  
when you pray;  
But I don't know much about this  
cosmic business  
Of heavenly arithmetic that adds up  
to forgiveness,  
But it's a cool cool livin'  
When a man lives forgiven.

Absolution—what a word!  
I can't get near it  
It's got to come clear  
For a guy like me to hear;  
But if I'm human  
I guess I need salvation  
Not the kind that keeps me on pro-  
bation

Ah! It's cool cool livin'  
When a person lives forgiven.

The spirit of other songs on the  
"Cool Livin'" disc seems to me frankly  
blasphemous at times. One, for exam-  
ple, itemizes "That's what I don't like  
about Jesus." The churches seem not  
to hear what some of this material is,  
and it is disturbing to find young peo-  
ple spending so much time with it.

The computer is a very new tool  
for musical use and still highly ex-  
perimental both as to the production of  
sounds and generic forms. The nota-  
tion itself often becomes a graph rather  
than staves with notes. The type  
of tone that electronic music uses is  
basically the same as that found in  
electronic organs—which have proved  
so poor for choral accompanying, for  
leading congregational singing, and for  
playing organ literature. (And what  
else is an organ for?) How much of an  
influence this field will have remains  
to be seen. The organist is, indeed,  
threatened in a sense, if a computer  
can be programmed to replace him.  
But if the computers which are em-

ployed to this end are no more ac-  
curate than the ones in Atlanta stores  
which calculate my charge accounts,  
organists need not fear: they can come  
much closer to playing the right notes!  
One effort in this area might be inter-  
esting to cite: Richard Felciano's  
*Glossalalia*. This is a fifteen minute  
work for electronic tape, solo voice,  
and string bass; it is about the speak-  
ing in tongues. (Published by World  
Library of Sacred Music). We will  
undoubtedly see much more experi-  
mentation along this line, and we can  
only wait to see what real effect this  
medium will have on all areas of  
music.

Along with these experimental forms  
there is still much more repertory of a  
traditional vein. There is a great  
amount of poor composition being  
published (and unfortunately bought!)  
today. But on the very positive side is  
the significant artistic work being  
done, namely that of Benjamin Britten  
whose "War Requiem" was heard this  
fall in Atlanta as well as his "Rejoice  
in the Lamb." The American, Daniel  
Pinkham, is another outstanding exam-  
ple. The situation is far different now  
from what it was two hundred years  
ago, however, when composers were  
turning their entire effort to church  
music. Now they write for the concert  
world, and the church receives oc-  
casional masterpieces.

The profession of church music has  
in our century been given a stimulus  
by the founding of schools of church  
music. Union Theological Seminary in  
New York had the first, founded about  
1925 by Dr. Clarence Dickinson. Since  
that time there have been a number of  
others, in conjunction with a seminary  
or with a university. To name a few  
outstanding departments today we  
might mention Eastman School of  
Music of the University of Rochester,  
Northwestern University in Evanston,  
and the University of Michigan. The  
point is that many musicians have gone  
into church music as a full time oc-  
cupation; and women are as success-  
ful as men, in general. It is a pleasant  
field to be in, despite the fact that  
church employment is probably the  
least secure of any.

The common tie which we three al-  
umnæ who are speaking today have  
in our three different fields is that we  
minister to people who are under  
different degrees of stress. The person  
needing legal counsel, the student seek-  
ing help for some problem, and the  
church member attending a worship

service—all are living in an age when  
everything is under question, and not  
just under question, but under aggres-  
sive, impolite, irrational attack. The  
South seems at present spared from the  
restless upheavals of the North,  
West and mid-West, but they may  
come. More than one church music  
conference in the last year, when  
posing the question as to what the  
future of church music is, has found  
itself facing the question of what is  
the future of the church. Opinion  
among the national leaders is con-  
tradictory; how can local situations  
fail to be confused?

It is time, then, to ask the question:  
"What validity has there been and is  
there now in the fine church music of  
the past?" The current mood of some  
of the rebellious elements is to over-  
look the past and attend only to the  
contemporary, but surely in no field  
has this ever been a rational approach.  
It is an unbalanced approach, an ir-  
responsible one, and narrow. But at the  
same time we may not attend only  
to the past, excluding the contempo-  
rary, for the same reasons. The under-  
standing and knowledge of every age  
sheds light upon every other.

Validity in fine church music stems  
first from the fact that it has the  
means of enhancing worship in a way  
the other arts cannot. It can express  
most completely for the worshippers  
unbounded praise, deep sorrow, or  
sturdy affirmation by its mystical,  
indefinable action on participants or  
listeners. Music has the power of  
catching people up in its mood and  
message; when wedded to a text it  
has the power to convey added mean-  
ing to the words. Luther, you recall,  
placed music next to theology in im-  
portance for the church. The life of  
worship is one of the prime reasons  
for the existence of the church, and  
this fact must not be lost in our per-  
spective.

Validity in fine church music stems  
secondly from the fact that it adds a  
delightful form of beauty to our lives,  
and beauty is necessary, not optional,  
for a whole life. Further, church music  
is a form which many of us can help  
to create. Not all people can be instru-  
mentalists, but many can sing. And  
this "many" includes all ages, from  
children on up. If we only participate  
as "active listeners" we are helped in  
attitudes and understanding. For with  
beauty come some of the eternal truths  
which give direction to our lives and  
perspective to our living.



Sylvia Chapman '64, assistant to the Dean of Students at ASC, gives us a glimpse of

## S The Pace of the Current Campus

**S**HORTLY after witnessing the December landing of the Astronauts who encircled the moon, one of my colleagues suggested that we might soon have a "moon policy" at Agnes Scott—one which would consider requests for extra days at vacation times for the students who wish to spend their holidays on the moon. At first it seemed fantastic, and yet upon hearing that we have already had some students to fly over for a weekend in Europe, it did not seem so farfetched after all. So, we may have sign-out cards with "Destination: the Moon" ere long!

It is not just forthcoming moon trips which indicate the effects of the Space Age on college students and on faculty members and administrators. One already feels the pressures such a highly technological, rapidly changing age has on college campuses.

Much pressure results from the constantly increasing amount of information to be learned—or at least to be exposed to. Also we have greater access to information through the availability of books and various highly developed means of communication, through unlimited opportunities to travel, and through an abundance of the thing which makes possible both the opportunity to pursue education and the availability of materials: money.

One feels the competitiveness intensified by the Space Age in colleges for several reasons: perhaps a desire to excel but more likely a pressure felt because of the increasing necessity to go to graduate school, by a desire to be offered the best job, in order to avoid the draft, or perhaps to keep one's scholarship.

We also notice quite a difference in the level of experience today's students have. More and more of them have traveled extensively here and abroad and many have already had varied work experience. It is obvious that they are accustomed to life in an affluent society—now some want to bring to Agnes Scott a Honda or a horse in addition to a car!

The pace of the Space Age college campus is faster not only in terms of



Sylvia Chapman '64

the quantity of material to be covered but also in the number of off-campus lectures, field trips and the like students are encouraged and/or expected to pursue. In an attempt to broaden a student's education and as the result of faster transportation, colleges provide more lectures and outside-the-classroom opportunities for students. This is good, and yet it does add to a student's load.

With the critical approach to learning which we stress at Agnes Scott comes the critical look at the campus which students make. Their demands follow. Today's demands are accompanied by the insistence on their being met, and done NOW!

There is also more legal action taken against colleges and universities today which brings added responsibility and a great deal of pressure on the administrators and faculty members. For example, a student who was rejected from four colleges to which he applied for admission filed a suit in which he demanded the right to see the confidential reports supplied by former teachers, because he thought that something which had been written must have been discriminatory.

These are just a few of the factors involved in the several types of unrest which are rampant on campuses today. Since many factors in the world beyond the campus affect this student generation's attitudes and actions, unrest is liable to continue for some time.



Dean is Feted during



Alumnae  
Week End



"Since I am still lacking in the money department, and suppose I will so remain, the least I can do for dear old ASC is to donate a little labor to supplement my small donation. I'll be happy to do what I can about getting out the mail."—1932 Agent

"Please excuse this note on the back of your letter . . . but want to let you know I'm planning to add \$250 sometime during December to the scholarship fund I have begun in memory of my father . . . I do plan to increase the fund during the next few years."—1923 Agent

"My husband has been in graduate school, and our income has been somewhat limited . . . We do want to support Agnes Scott with annual contributions, and we'll make provision in our budget as soon as that is possible."—1960 Class Member

# The Agnes Scott Fund

## 1968-1969

Annual Giving Program—Financial Report

July 1, 1968—June 30, 1969

	ANNUAL FUND						CAPITAL FUND*				TOTAL	
	UNRESTRICTED				RESTRICTED		Paid		Pledged		No. Con- tributed or Pledged	Amount Con- tributed or Pledged
	Paid		Pledged		Paid							
	No.	Amount	No.	Amount	No.	Amount	No.	Amount	No.	Amount		
Alumnae	2,643	82,047.47		105.00	1	25.00	79	16,717.09	1	1,000.00	2,724	99,894.56
Parents and Friends	127	21,407.50	2	1,525.00	6	5,474.42	32	40,677.60			167	69,084.52
Foundations	27	27,543.29			5	10,387.84	2	400,600.00			34	438,531.13
Business and Industry	** see below	15,790.31					** see be- low	17,648.50			** See below	33,438.81
Scandrett Fund								6,009.00				6,009.00
Total	2,797	146,788.57	2	1,630.00	12	15,887.26	113	481,652.19	1	1,000.00	2,925	646,958.02

\*Capital contributions reflected in this report are new gifts received since July 1, 1968, not payments on pledges made prior to this date.

\*\*The gifts from business and industry have been received primarily through the Georgia Foundation for Independent Colleges, Inc.

**Alumnae participation:** 31% of all alumnae, graduates and non-graduates, contributed in 1968-69. This is a record number.

**Average gift:** \$37.00

**To help you interpret this report:** 1. The Agnes Scott Fund is composed of all contributions to the college within a given fiscal year, July 1—June 30. 2. Gifts to an established capital fund, i. e. The Ellen Douglass Leyburn Fund, are shown in the "Capital Fund"

columns. 3. Gifts shown under "Annual Fund Unrestricted" go to support the current academic operating budget, i. e. to faculty salaries. Gifts under "Annual Fund Restricted" were designated by the college administration to cover non-budgeted special current expenses. 4. The Scandrett Fund was established this year with surplus money from contributions made for a gift to Dean Scandrett at her retirement. Income will be used for student activities.

"Your letter is lovely, even to the matching stamp! My appreciation of your efforts as Special Gifts Chairman is sincere. I hope others can double their '68 gift, something my fixed pension prevents my doing."—1921 Chairman

"I just recently found out that since 1962 Agnes Scott has not restricted students by race, etc.—and, indeed, there are Negro girls in the student body now. The increase in my contribution reflects simply my appreciation of ASC taking this step." — 1954 Agent

"How in the world can people be made to realize the importance of giving generously to the Agnes Scott Fund? Naturally, all contributions are appreciated, but I just know that many can do much, much more if they wished."—1940 Chairman

# The Agnes Scott Fund Report By Alumnae Classes

July 1, 1968 — June 30, 1969

Class	Number Contributed	Percentage of Class Contributing	Amount	Class	Number Contributed	Percentage of Class Contributing	Amount
Honor Guard*	113	15	\$1,593	1941	56	35	1,729
1912	17	63	456	1942	44	29	1,424
1913	16	50	475	1943	38	28	1,155
1914	16	30	387	1944	45	29	1,199
1915	12	**	1,596	1945	52	34	1,320
1916	23	34	1,002	1946	60	35	2,746
1917	26	**	1,367	1947	51	31	1,418
1918	16	**	2,370	1948	61	39	1,486
1919	26	31	1,468	1949	52	30	1,605
1920	24	29	789	1950	42	28	1,171
1921	66	51	1,454	1951	49	28	1,301
1922	30	28	1,001	1952	56	34	1,425
1923	47	33	1,628	1953	50	38	775
1924	34	25	2,000	1954	39	27	1,417
1925	46	35	1,506	1955	59	39	1,271
1926	48	36	1,417	1956	67	41	1,332
1927	55	34	2,996	1957	64	36	1,807
1928	47	37	2,432	1958	64	36	2,275
1929	59	35	6,139	1959	68	38	1,113
1930	44	29	1,636	1960	69	37	1,077
1931	43	39	3,935	1961	88	48	1,820
1932	43	34	3,757	1962	68	34	1,169
1933	40	30	1,915	1963	52	26	1,704
1934	47	38	3,065	1964	39	20	694
1935	38	31	3,973	1965	49	24	810
1936	44	31	1,943	1966	39	18	775
1937	45	36	1,306	1967	50	27	570
1938	49	33	1,465	1968	50	25	452
1939	51	36	1,459	1969	2		52
1940	49	30	1,773				

\*The Honor Guard is composed of Classes Institute through 1911 and 1915, 1917 and 1918. Percentage of Class Contributing figure is not available for these classes because they were contacted as a group by the Honor Guard Chairman, Mary Wallace Kirk '11.



# Special Gift Groups-1968-'69 Agnes Scott Fund

**The Tower Circle** is the group of donors of \$1000 or more.  
**Colonnade Club** is the group who gave \$500 or more.

**Quadrangle Quorum** is the group who contributed \$250 or more.  
**The Mainliners** is the group who donated \$100 or more.

## TOWER CIRCLE

Ruth Anderson O'Neal '18  
 Mary Duckworth Gellerstedt '46  
 Diana Dyer Wilson '32  
 Martha Eskridge Ayers '33  
 Betty Fountain Edwards '35  
 Louise Hollingsworth Jackson '32  
 Betty Lou Houck Smith '35  
 Chopin Hudson Hankins '31  
 Ruth Hunt Little '37  
 Isabelle Leonard Spearman '29  
 Marie Simpson Rutland '35  
 Ruth Thomas Stemmons '38  
 Julia Thompson Smith '31  
 Mary Warren Read '29  
 Margaret Weeks '31  
 Violet Weeks Miller '29  
 Mary West Thatcher '15

## Colonnade Club

Sarah Flowers Beasley '24  
 Ethel Freeland Darden '29  
 Elinor Hamilton Hightower '34  
 Quenelle Harrold Sheffield '23  
 Sue Lile Inman '58  
 Julia Mulliss Weyer '29  
 Anne Patterson Hammes '54  
 Hyta Plowden Mederer '34  
 Margaret Powell Flowers '44  
 Carrie Scandrett '24  
 Virginia Shaffner Pleasants '30  
 Augusta Skeen Cooper '17  
 Olive Weeks Collins '32  
 Catherine Wood Lesourd '36  
 Bella Wilson Lewis '34  
 Louise Woodard Clifton '27

## Quadrangle Quorum

Mary Amerine Stephens '46  
 Dorothy Brown Cantrell '29  
 Helen Gates Carson '40  
 Cama Clarkson Merritt '50  
 Patricia Collins Andretta '28  
 Sally Cotran Lambeth '29  
 Mildred Cowan Wright '27  
 Betsy Dalton Brand '61  
 Sister Davis Luchsinger '48  
 Mary Freeman Curtis '26  
 Annie Laura Galloway Phillips '37  
 Maryellen Harvey Newton '16  
 Victoria Howie Kerr '24  
 Mary Keesler Dalton '25  
 Josephine Larkins '39  
 Jean McAlister '21  
 Sarah Frances McDonald '36  
 Jane Meadows Oliver '47  
 Blythe Posey Ashmore '58  
 Celetta Powell Jones '46  
 Elizabeth Pruden Fagan '19  
 Hayden Sanford Sams '39  
 Virginia Sevier Hanna '27  
 Lulu Smith Westcott '19  
 Virginia Suttentiff '38  
 Lily Weeks McLean '36

## The Mainliners

Susan Abernathy McCreary '61

Gail Akers Lutz '51  
 Virginia Allen Potter '17  
 Ann Anderson Bailey '45  
 Ruth Anderson Stall '45  
 Jeannette Archer Neal '22  
 Atlanta Alumnae Club  
 Emily Bailey '61  
 Frances Bailey Graves '63  
 Martha Baker Wilkins '46  
 Agnes Ball '17  
 Betty Bates Fernandez '43  
 Mary Beasley White '36  
 Lucille Beaver '46  
 Ulla Beckman '54  
 Margaret Benton Davis '57  
 Leone Bowers Hamilton '26  
 Helen Boyd McConnell '34  
 Frances Brannan Hamrick '49  
 Frances Breg Marsden '41  
 Barbara Brown Fugate '40  
 Betty Jean Brown Ray '48  
 Hazel Brown Ricks '29  
 Penny Brown Barnett '32  
 Sabine Brumby Korosy '41  
 Alma Buchanan Brown '16  
 Omah Buchanan Albaugh '16  
 Helen Burkhalter '22  
 Bettina Bush Jackson '29  
 Evelyn Byrd Hoge '24  
 Joan Byrd '61

Laura Caldwell Edmonds Inst.  
 Virginia Cameron Taylor '29  
 Allie Candler Guy '13  
 Jean Chalmers Smith '38  
 Sylvia Chapman '64  
 Lillian Clement Adams '27  
 Alberta Coldwell Barrett '58  
 Eleanor Compton Underwood '49  
 Freda Copeland Hoffman '41  
 Jean Corbett Griffin '61  
 Stokely Cumming '63  
 Catherine Currie '47  
 Labelle David Lance '52  
 Romola Davis Hardy '20  
 Lucille Dennison Keenan '37  
 Eileen Dodd Sams '23  
 Agnes Scott Donaldson '17  
 Josephine Douglas Smith '25  
 Eugenie Dozier '27  
 Madelaine Dunseith Alston '28  
 Susan Dyer Oliver '42  
 Frankie Enzor '09  
 Mary Lois Enzor Bynum '13  
 Margaret Ervin Walker '42  
 Emy Evans Blair '52  
 Lib Farmer Brown '45  
 Isabel Ferguson Hargadine '25  
 Frankie Flowers Lomason '58  
 Mary Francis Ault '40  
 Louise Franklin Livingston '41  
 Marian Franklin Anderson '40  
 Carolyn Fuller Hill '45  
 Katherine Geflicken '49

Philippa Gilchrist '23  
 Frances Gilliland Stukes '24  
 Sarah Glenn Boyd '28  
 Lucy Goss Herbert '34  
 Patricia Gover Bitzer '58  
 Caroline Gray Truslow '41  
 Sallie Greenfield Blum '56  
 Juanita Greer White '26  
 Carol Griffin Scoville '35  
 Jo Ann Hall Hunsinger '55  
 Sarah Hall Hayes '56  
 Goldie Ham Hanson '19  
 Harriet Hampton Cuthbertson '55  
 Elizabeth Harvard Dowda '44  
 Julia Harvard Warnock '44  
 Ray Harvison Smith '16  
 Mary Hays Babcock '49  
 Swanna Henderson Cameron '43  
 Helen Hendry Lowrey '57  
 Ann Henry '41  
 Ann Herman Dunwoody '52  
 Tina Hewson '48  
 Louise Hill Reaves '54  
 Peggy Hippee Lehmann '34  
 Mary Hood Gibson '55  
 Bertha Hudson Whitaker '11  
 Nancy Huey Kelly '49  
 Eleanor Hutchens '40  
 Corinne Jackson Wilkerson '24  
 Elaine Jacobsen Lewis '29  
 Elizabeth Jefferson Boyd '62  
 Dorothy Jester '37  
 Mary Wallace Kirk '11  
 Susan Kirtley White '45  
 Pearl Kunnies '27  
 Margaret Ladd May '25  
 Henrietta Lambdin Turner '15  
 Helen Land Ledbetter '52  
 Caroline Lingle Lester '33  
 Laurie Looper Swann '44  
 Isabel Lowrance Watson '34  
 Harriet Lorton Major '49  
 Ruth MacMillan Jones '27  
 Lady Major '48  
 Edith McGarahan Smith '29  
 Caroline McKinney Clarke '27  
 Virginia T. McLaughlin '20  
 Catherine Mock Hodgkin '26  
 Elizabeth Moore Bohannon '43  
 Lutie Moore Cotter (deceased) '40  
 Nancy Moore Cantey '38  
 Browne Nash Reese '33  
 Scott Newell Newton '45  
 Carolyn Newton Curry '66  
 Charlotte Newton '21  
 Janet Newton '17  
 Reese Newton Smith '49  
 Fanny Niles Bolton '31  
 Lila Norfleet Davis '32  
 Alice Norman Pate '19  
 Frances O'Brien '34  
 Jeanne Osborne Gibbs '42  
 Evangeline Papageorge '28

Nina Parke Hopkins '35  
 Julia Patch Weston '42  
 Dorothy Peace Ramsaur '47  
 Virginia Prettyman '34  
 Ruth Pringle Pipkin '31  
 Louise Pruitt Jones '42  
 Claire Purcell Smith '42  
 Helen Ridley Hartley '29  
 Louise Roach Fuller '17  
 Helen Roberts Seaton '52  
 Betty Robinson Boykin '46  
 Rosalie Robinson Sanford '23  
 Lebby Rogers Harrison '62  
 Lorena Ross Brown '47  
 Ruby Rosser Davis '43  
 Barbara Rudisill '65  
 Hazel Scruggs Ouzts '41  
 Frances Sells Doss '52  
 Betty Sharpe Cabaniss '52  
 Margaret Sheftall Chester '42  
 Mary Shewmaker '28  
 Virginia Skinner Jones '50  
 Robbie Shelnett Upshaw '56  
 Ann Shires Penuel '57  
 Gene Slack Morse '41  
 Ruth Slack Roach '40  
 Florence Smith Sims '13  
 Julia Smith Slack '12  
 Cissie Spiro Aidinoff '51  
 Emily Stead '27  
 Carol Stearns Wey '12  
 Jean Stewart Staton '46  
 Belle Ward Stowe Abernethy '30  
 Frances Tennent Ellis '25  
 Mary Louise Thames Cartledge '30  
 Miriam Thompson Felder '32  
 Marjorie Tippins Johnson '44  
 Tommy Turner Peacock '41  
 Elinor Tyler Richardson '39  
 Edna Volberg Johnson '28  
 Isabel Walker Rogers '21  
 Pauline Waller Hoch '55  
 Elizabeth Wardner Marshall '38  
 Kitty Warren Ball '51  
 Washington D. C. Alumnae Club  
 Virginia Watson Logan '38  
 Nancy Wheeler Dooley '57  
 Anne Whitfield '57  
 Laura Whitner Dorsey '35  
 Kathryn Williams Lesley '36  
 Ann Williamson Campbell '50  
 Frances Wilson Hurst '37  
 Lynn Wilson Heyward '32  
 Raymond Wilson Craig '30  
 Sandra Wilson '65  
 Roberta Winter '27  
 Marie Woods Shannon '51  
 Jac Woolfolk Mathes '35  
 Mary Ben Wright Ervin '25  
 Josephine Young Sullivan '44  
 Louise Young Garrett '38  
 Susan Young Eagan '06  
 Jane Zuber Garrison '54

# The Heart of the Matter is...

## Alumnae Class Chairmen and Agents. 1968-'69

### GENERAL CHAIRMAN:

Sarah Frances McDonald '36

### SPECIAL GIFTS CHAIRMAN:

Betty Low Houck Smith '35

### HONOR GUARD CHAIRMAN:

Mary Wallace Kirk '11

### 1912

Carol Stearns Wey, Chrm.

#### Agents:

Antoinette Blackburn Rust

Julia Pratt Smith Slack

Ruth Slack Smith

### 1913

Janie McGaughey, Chrm.

#### Agents:

Kate Clark

Emma Pope Moss Dieckmann

### 1914

Annie Tait Jenkins, Chrm.

#### Agents:

Bertha Adams

Linda Miller Summer

### 1916

Mary Bryan Winn, Chrm.

#### Agents:

Laura Cooper Christopher

Nell Frye Johnston

Evelyn Goode Brock

Jeanette Joyner Locke

Louise McGuire Plonk

Jane Rogers Allen

### 1919

Goldie Ham Hanson, Chrm.

#### Agents:

Blanche Copeland Jones

Bess Ham Harmon

Alice Norman Pate

Mary Katherine Parks Mason

Lulu Smith Westcott

### 1920

Virginia T. McLaughlin, Chrm.

#### Agents:

Julia Reasoner Hastings

Eunice Legg Gunn

Lois MacIntyre Beall

Marjorie Moore Macaulay

Margaret Winslett

### 1921

Sarah Fulton, Chrm.

#### Agents:

Myrtle Blackmon

Thelma Brown Aiken

Eleanor Carpenter

Lois Compton Jennings

Marguerite Cousins Holley

Elizabeth Floding Morgan

Mary Olive Gunn Summers

Helen Hall Hopkins

Sarah McCurdy Evans

Charlotte Newton

Margaret Wade

Ellen Wilson Chambliss

### 1922

#### Agents:

Mary Barton

Elizabeth A. Brown

Eleanor Buchanan Starcher

Cama Burgess Clarkson

Helen Burkhalter Quattlebaum

Eunice Dean Major

Dinah Roberts Parramore

Harriett Scott Bowen

Ruth Elizabeth Virden

Alice Whipple Lyon

### 1923

Beth McClure McEachy, Chrm.

#### Agents:

Clara May Allen Rienero

Eileen Dodd Sams

Helen Faw Mull

Philippa Gilchrist

Emily Guille Henegar

Elizabeth Hoke Smith

Eloise Knight Jones

Jane Knight Lowe

Lucille Little Morgan

Mary Stewart McLeod

Martha McIntosh Nall

Eugenia Pou Harris

Rosalie Robinson Sanford

Frances Stuart Key

Mary White Caldwell

### 1924

Evelyn Byrd Hoge, Chrm.

#### Agents:

Elizabeth Askew Patterson

Helen Lane Comfort Sanders

Frances Gilliland Stukes

Augusta Guerry Smith

Victoria Howie Kerr

Barron Hyatt Morrow

Corrine Jackson Wilkerson

Nonie Peck Booth

Polly Stone Buck

### 1925

Mary Ben Wright Erwin, Chrm.

#### Agents:

Josephine Douglass Smith

Isabel Ferguson Hargadine

Lucille Gause Fryxell

Eunice Kell Simmons

Mary Stuart Sims McCamy

Charlotte Smith

Sarah Tate Tumin

Frances Tennent Ellis

Eugenia Thomson Akin

Christine Turner Hand

### 1926

Allene Ramage Fitzgerald, Chrm.

#### Agents:

Ellen Fain Bowen

Margaret Bull

Louisa Duls

Mary Freeman Curtis

Eleanor Gresham Steiner

Blanche Haslam Hollingsworth

Helena Hermance Kilgour

Mary Knox Happoldt

Elizabeth Little Meriwether

Nellie Richardson

Susan Shadburn Watkins

Margaret Tufts

Rosalie Wooten Deck

### 1927

Louise Lovejoy Jackson, Chrm.

#### Agents:

Jo Bridgman

Lillian Clement Adams

Mildred Cowan Wright

Venie Belle Grant Jones

Mary Rebekah Hedrick

Katherine Houston Sheild

Elsa Jacobsen Morris

Elizabeth Lilly Swedenberg

Elizabeth Lynn

May Reece Foreman

Evelyn Satterwhite

Emily Stead

Elizabeth Vary

Margie Wakefield

### 1928

Pat Collins Andretta, Chrm.

#### Agents:

Sally Abernathy

Virginia Carrier

Nancy Crowther Otis

Sarah Currie Harry

Louise Geeslin Brosnan

Sarah Glenn Boyd

Irene Lowrence Wright

Mary Bell McConkey Taylor

Jane McCoy Gardner

Virginia Norris

Evangeline Papageorge

Margaret Rice

Elizabeth Roark Ellington

Ruth Thomas Stemmons

### 1929

Esther Nisbet Anderson, Chrm.

#### Agents:

Martha Bradford Thurmond

Lucile Bridgman Leitch

Hazel Brown Ricks

Ethel Freeland Darden

Betty Gash

Elise Gibson

Marian Hodges Anthony

Hazel Hood

Charlotte Hunter

Elaine Jacobsen Lewis

Mary Alice Juhan

Geraldine LeMay

Edith McGranahan SmithT

Elizabeth Moss Mitchell

Josephine Pou Varner

Helen Ridley Hartley

Mary Warren Read

Violet Weeks Miller

### 1930

Jo Smith Webb, Chrm.

#### Agents:

Katherine Crawford Adams

Lune Maloney Officer

Frances Messer

Emily Moore Couch

Lynn Moore Hardy

Carolyn Nash Hathaway

Margaret Ogden Stewart

Martha Stackhouse Grafton

Belle Ward Stowe Abernathy

Mary Louise Thames Cartledge

Harriett Williams

Raemond Wilson Craig

### 1931

Louise Ware Venable, Chrm.

#### Agents:

Ruth Etheredge Griffin

Marion Fielder Martin

Dorothy Grubb Rivers

Chapin Hudson Hankins

Elise Jones

Jane McLaughlin Titus

Katherine Morrow Norem

Fanny Niles Bolton

Ruth Pringle Pipkin

Katharine Purdie

Elizabeth Simpson Wilson

Martha Sprinkle Rafferty

Cornelia Taylor Stubbs

Martha Tower Dance

Margaret Weeks

Ellene Winn

Elizabeth Woolfolk Moye

### 1932

LaMyra Kane Swanson, Chrm.

#### Agents:

Virginia Allen Woods

Penny Brown Barnett

Louise Cawthon

Mary Dunbar Weidner

Louise Hollingsworth Jackson

Elizabeth Howard Reeves

Flora Riley Bynum

Jane Shelby Clay

Louise H. Stakely

Lovelyn Wilson Heyward

### 1933

Gail Nelson Blain, Chrm.

#### Agents:

Willa Beckham Lowrance

Nell Brown Davenport

Porter Cowles Pickell

Virginia Heard Feder

Lucile Heath McDonald

Margaret Loranz

Tish Rockmore Lange

Mary Sturtevant Bean

Marlyn Tate Lester

# Alumnae Class Chair

**1934**

**Mary McDonald Sledd, Chrm.**

**Agents:**

Sarah Austin Zorn  
Alae Risse Barron Leitch  
Helen Boyd McConnell  
Nell Chamblee Howard  
Pauline Gordon Woods  
Lucy Goss Herbert  
Kathryn Maness Nelson  
Margaret Massie Simpson  
Ruth Moore Randolph  
Rossie Richie Johnston  
Louise Schuessler Patterson  
Mary Sloan Laird  
Mable Talmage  
Johnny Mae York Rumble

**1935**

**Mary Green Wohlford, Chrm.**

**Agents:**

Vella Behm Cowan  
Dorothea Blackshear Brady  
Marian Calhoun Murray  
Carolyn Cole Gregory  
Sarah Cook Thompson  
Mary Lillian Deason  
Fidesah Edwards Alexander  
Frances Espy Cooper  
Nell Pattillo Kendall  
Grace Robinson Hanson  
Amy Underwood Trowell

**1936**

**Dean McKoin Bushong, Chrm.**

**Agents:**

Catherine Bates  
Meriel Bull Mitchell  
Mary Cornely Dwight  
Marion Derrick Gilbert  
Sara Estes  
Jean Hicks Pitts  
Frances James Donohue  
Augusta King Brumby  
Adeline Rountree Turman  
Emily Rowe Adler  
Marie Townsend  
Sarah Turner Ryan  
Lilly Weeks McLean

**1937**

**Kathleen Daniel Spicer, Chrm.**

**Agents:**

Eloisa Alexander LeConte  
Cornelia Christie Johnson  
Jane Estes  
Annie Laura Galloway Phillips  
Mary Gillespie Thompson  
Fannie Harris Jones  
Barton Jackson Cathey  
Kitty Jones Malone  
Rachel Kennedy Lowthian  
Mary King Critchell  
Frances McDonald Moore  
Virginia Stephens Clare  
Vivienne Trice Ansley  
Evelyn Wall Robbins

**1938**

**Jean Barry Adams Weersing, Chrm.**

**Agents:**

Martha Brown Miller  
Margaret Douglas Link  
Jane Guthrie Rhodes  
Mary Anne Kernan  
Ellen Little Lesesne  
Mary Primrose Noble Phelps  
Alice Reins Boyd  
Joyce Roper McKey  
Mary Smith Bryan  
Virginia Suttentfield  
Anne Thompson Rose  
Mary Nell Tribble Beasley  
Elizabeth Warden Marshall  
Virginia Watson Logan  
Elsie West Meehan  
Louise Young Garrett

**1939**

**Mary Hollingsworth Hatfield, Chrm.**

**Agents:**

Catherine Farrar Davis  
Elizabeth Furlow Brown  
Jacqueline Hawks Alsobrook  
Josephine Larkins  
Flora MacGuire Dukes  
Lou Pate Koenig  
Julia Porter Scurry  
Mamie Lee Ratliff Finger  
Hayden Sanford Sams  
Miriam Sanders  
Aileen Shortley Whipple  
Mary Frances Thompson  
Elinor Tyler Richardson  
Mary Ellen Whetsell Timmons

**1940**

**Helen Gates Carson, Chrm.**

**Agents:**

Frances Abbot Burns  
Elizabeth Alderman Vinson  
Grace Anderson Cooper  
Anna Margaret Bond Brannon  
Anne Enloe  
Annette Franklin King  
Marian Franklin Anderson  
Mary Evelyn Francis Ault  
Mary Lang Gill Olson  
Jane Knapp Spivey  
Nell Moss Roberts  
Katherine Patton Carsow  
Nell Pinner Wisner  
Mary Reins Burge  
Ruth Slack Roach  
Edith Stover McFee  
Henrietta Thompson Wilkinson

**1941**

**Patti Patterson Johnson, Chrm.**

**Agents:**

Mary Stuart Arbuckle Osteen  
Martha Boone Shaver  
Frances Breg Marsden  
Sabine Brumby Korosy  
Gentry Burks Bielaski  
Lucile Gaines MacLennan

Helen Hardie Smith  
Betsy Kendrick Woolford  
Julia Lancaster  
Marcia Mansfield Fox  
Louise Meiere Culver  
Martha Moody Laseter  
Valgerda Neilson Dent  
Lillian Schwencke Cook  
Tommy Turner Peacock  
Ida Jane Vaughan Price  
Montene Melson Mason

**1942**

**Betty Medlock Lackey, Chrm.**

**Agents:**

Martha Arant Allgood  
Anne Chambless Bateman  
Edith Dale Lindsey  
Dale Drennan Hicks  
Susan Dyer Oliver  
Margaret Erwin Walker  
Margaret Hartsook Emmons  
Mary Kirkpatrick Reed  
Caroline Long Armstrong  
Claire Purcell Smith  
Mary Seagle Edelblut  
Margaret Sheftall Chester  
Marjorie Simpson Ware  
Jane Taylor White  
Olivia Witte Cave

**1943**

**Mary Anne Atkins Paschal, Chrm.**

**Agents:**

Sue Barker Woolf  
Alice Clements Shinall  
Joella Craig Good  
Betty DuBoise Skiles  
Helen Hale Lawton  
Leona Leavitt Walker  
Sterly Lebey Wilder  
Anne Paisley Boyd  
Ruby Rosser Davis  
Clara Rountree Couch  
Margaret Shaw Allred  
Susan Spurlock Wilkins  
Pat Stokes Barnes  
Helen Summerour Zimmerman

**1944**

**Katherine Philips Long, Chrm.**

**Agents:**

Claire Bennett Kelly  
Kay Biscaglia Shangler  
Louise Breedin Griffiths  
Jean Clarkson Rogers  
Mary Louise Duffee Philips  
Elizabeth Edwards Wilson  
Quincy Mills Jones  
Margaret Powell Flowers  
Anne Sale Weydert  
Betty Scott Noble  
Marjorie Smith Stephens  
Robin Taylor Horneffer  
Katheryne Thompson Mangum  
Elise Tilghman  
Marjorie Tippins Johnson  
Betty Vecsey

**1945**

**Barbara Frink Allen, Chrm.**

**Agents:**

Bettye Ashcraft Senter  
Elizabeth Carpenter Bardin  
Betty Davis Shingler  
Elizabeth Espey Walters  
Martha Jean Gower Woolsey  
Elizabeth Gribble Cook  
Emily Higgins Bradley  
Eugenia Jones Howard  
Dorothy Kahn Prunhuber  
Bettie Manning Ott  
Scott Newell Newton  
Ceevah Rosenthal Blatman  
Julia Slack Hunter  
Wendy Whittle Hoge

**1946**

**Mary Duckworth Gellerstedt, Chrm.**

**Agents:**

Mary Lillian Allen Wilkes  
Martha Baker Wilkins  
Mary Ann Courtenay Davidson  
Nancy Hardy Abberger  
Bonnie Hope Robinson  
Elizabeth Horn Johnson  
Ruth Timbert Griscom  
Mildred McCain Kinnaird  
Mary McConkey Reimer  
Jane Anne Newton Marquess  
Anne Noell Vwant  
Celesta Powell Jones  
Anne Register Jones  
Louise Reid Strickler  
Dorothy Spragens Trice  
Sally Stephenson Marshall  
Marguerite Toole Scheips  
Maud Van Dyke Jennings

**1947**

**Eleanor Calley Storey, Chrm.**

**Agents:**

Marie Adams Convers  
Elizabeth Andrews Lee  
Glassell Beale Smalley  
Dale Bennett Pedrick  
Charlotte Clarkson Jones  
Virginia Dickson Phillips  
Anne Eidson Owen  
Marianne Jeffries Williams  
Rosemary Jones Cox  
Margaret McManus Landham  
Jane Meadows Oliver  
Virginia Owens Mitchell  
Ellen Rosenblatt Caswell  
Lorena Ross Brown  
June Thomason Lindgren  
Betty Turner Marrow

**1948**

**Tee-Toe Williams Roan, Chrm.**

**Agents:**

Virginia Andrews Trovillion  
Mary Alice Compton Osgood  
Carolyn Louise Cousar Pattison  
Edna Claire Cunningham Schooley  
Susan Daugherty

# n and Agents 1968-'69

Nancy Geer Alexander  
Kathleen Hewson  
Caroline Hodges Roberts  
Marianna Hollandsworth Donnell  
Amanda Hulsey Thompson  
Beth Jones Crabill  
Betty Kitts Kidd  
Lady Major  
Harriet Reid  
Anna Clark Rogers Sawyer  
Rebekah Scott Bryan  
Judith Anne Woodward Simmons  
Marian Yancey Carroll

## 1949

**Martha Ann Board Howell, Chrm.**  
**Agents:**

Mary Jo Ammons Jones  
Susan Bowling Dudeney  
Lee Cousar Tubbs  
Helen Crawford White  
Betsy Deal Smith  
Anne Faucette Niblock  
Mary Hays Babcock  
Nancy Huey Kelly  
Henrietta Johnson  
Joan Lawrence Rogers  
Harriet Lurton Major  
Lynn Phillips Mathews  
Dorothy Quillian Reeves  
Charlesie Smith Harris  
Edith Stowe Barkley  
Doris Sullivan Tippens  
Martha Warlick Brame  
Harriette Winchester Hurley

## 1950

**Jessie Hodges Kryder, Chrm.**  
**Agents:**

Jessie Carpenter Holton  
Betty Crowther Beall  
Dorothy Davis Yarbrough  
Helen Edwards Propst  
Dot Medlock Bond  
Gretta Moll Dewald  
Jean Osborn Sawyer  
Pat Overton Webb  
Vivienne Patterson Jacobson  
Joann Peterson Floyd  
Polly Anne Philips Harris  
Sally Thompson Aycock  
Isabel Truslow Fine  
Mary Louise Warlick Niblock

## 1951

**Marjorie Stukes Strickland, Chrm.**  
**Agents:**

Dorothy Adams Knight  
Gail Akers Lutz  
Betty Averill Durie  
Charity Bennett Stelling  
Anna DaVault Haley  
Sally Dickert Conlin  
Virginia Feddeman Kerner  
Ellen Hull Kever  
Page Hutchison Lay  
Amy Jones McGreevy  
Jeanne Kline Brown

Jean Longino Hiler  
Jimmie Ann McGee Collings  
Sarah McKee Burnside  
Julianne Morgan Garner  
Elaine Schubert Kester  
Jenelle Spear  
Cissie Spiro Aidinoff

## 1952

**Betty Sharpe Cabaniss, Chrm.**  
**Agents:**

Charlotte Allsmiller Crosland  
Ann Boyer Wilkerson  
Barbara Brown Waddell  
June Carpenter Bryant  
Betty Cheney Watkins  
Landis Cotten Gunn  
Clairelis Eaton Franklin  
Emy Evans Blair  
Shirley Ford Baskin  
Kitty Freeman Stelzner  
Phyllis Galphin Buchanan  
Susan Hancock Findley  
Betty Moyer Keeter  
Ann Parker Lee  
Helen Jean Roberts Seaton  
Jackie Simmons Gow  
Lorna Wiggins  
Sylvia Williams Ingram

## 1953

**Mary Anne Garrard Jernigan, Chrm.**  
**Agents:**

Allardyce Armstrong Hamill  
Frances Blakeney Coker  
Jane Dalhouse Hailey  
Susan Dodson Rogers  
Frances Ginn Stark  
Betty Ann Green Rush  
Sarah Hamilton Leathers  
Carol Jacob Dunn  
Anne Jones Sims  
Sarah Leathers Martin  
Belle Miller McMasters  
Lilla Kate Parramore Hart  
Anne Thomson Sheppard  
Vivian Weaver Maitland  
Mary Wyatt Chastain

## 1954

**Lois Dryden Hasty, Chrm.**  
**Agents:**

June Broxton  
Lucy Doyle Brady  
Elizabeth Ellington  
Julia Grier Storey  
Genevieve Guardia Chenault  
Louise Hill Reaves  
Jacquelyn Josey Hall  
Mitzi Kiser Law  
Mary Lou Kleppinger Lackey  
Pat Patterson Hammes  
Selma Paul Strong  
Sue Purdom Arnall  
Joan Simmons Smith  
Joanne Varner Hawks

## 1955

**Carolyn Crawford Chestnutt, Chrm.**  
**Agents:**

Carolyn Alford Beaty  
Georgia Belle Christopher  
Helen Fokes Farmer  
Letty Grafton Harwell  
JoAnn Hall Hunsinger  
Ann Hanson Merklein  
Jo Hinchey Williams  
Hannah Jackson Alnutt  
Mary Alice Kemp Henning  
Tunshy Kwilecki Ausband  
Peggy McMillan White  
Lib McPheeters Yon  
Louise Robinson Singleton  
Agnes Scott Willcox  
Pauline Waller Hoch  
Margaret Williamson Smalzel

## 1956

**Louise Rainey Ammons, Chrm.**  
**Agents:**

Ann Alvis Shibut  
Paula Ball Newkirk  
June Gaisert Naiman  
Harriett Griffin Harris  
Sarah Hall Hayes  
Louise Harley Hull  
Nancy Jackson Pitts  
Jane Johnson Wailes  
Peggy Jordan Mayfield  
Alice Ann Klostermeyer Erwin  
Virginia Love Dunaway  
May Muse Stoneycpher  
Robbie Shelnutt Upshaw  
Nancy Thomas Hill  
Sandra Thomas Hollberg

## 1957

**Margaret Benton Davis, Chrm.**  
**Agents:**

Elizabeth Ansley Allan  
Frances Barker Sincox  
Betsy Crapps Burch  
Sally Forester Logue  
Margaret Foskey  
Anise Gann Roberts  
Catherine Girardeau Brown  
Marian Hagedorn Briscoe  
Helen Hendry Lowrey  
Margie Hill Krauth  
Suzanne McGregor Dowd  
Margaret Minter Hyatt  
Jackie Murray Blanchard  
Mary Oates Burton  
Jean Porter Myrick  
Jackie Rountree Andrews  
Penny Smith  
Emily Starnes Gibbs  
Anne Terry Sherren

## 1958

**Langhorne Sydnor Mauck, Chrm.**  
**Agents:**

Anne Blackshear Spragins  
Mary Ann Campbell Padgett  
Jean Clark Sparks

Betty Cline Melton  
Hazel Ellis  
Patricia Gover Mitzer  
Nancy Grayson Fuller  
Libby Hanson McLean  
Sara Heard White  
Nancy Holland Sibley  
Lea Kallman Griffin  
Carolyn Magruder Ruppenthal  
Martha Meyer  
Blythe Posey Ashmore  
Caroline Romberg Silcox  
Frances Sattes  
JoAnn Sawyer Delafield  
Harriet Talmadge Mill  
Margaret Woolfolk Webb

## 1959

**Jane King Allen, Chrm.**  
**Agents:**

Archer Boswell Parsons  
Mary Clayton Bryan DuBard  
Leoniece Davis Pinnell  
Caroline Dudley Bell  
Betty Edmunds Grinnan  
Marjorie Erickson Charles  
Trudy Florrid van Luy  
Betty Garrard Saba  
Carolyn Hazard Jones  
Jane Kraemer Scott  
Martha McCoy  
Eleanor Lee McNeill  
Mildred Ling Wu  
Scotty Maddox Gaillard  
Leah Mathews Fontaine  
Runita McCurdy Goode  
Mary Moore  
Sara Lu Persinger Snyder  
Caroline Pruitt Hayes  
Annette Teague Powell

## 1960

**Dianne Snead Gilchrist, Chrm.**  
**Agents:**

Angelyn Alford Bagwell  
Mildred Braswell Smith  
Nancy Duvall  
Louise Florence Smythe  
Myra Glasure Weaver  
Katherine Hawkins Linebaugh  
Frances Johns  
Betty Lewis Higginbotham  
Julia McNairy Thornton  
Caroline Mikkell Jones  
Anita Moses Shippin  
Jane Norman Scott  
Emily Parker McGuirt  
Laura Parker Lowndes  
Mary Pfaff Dewees  
Mary Jane Pickens Skinner  
Martha Starrett Stubbs  
Sybil Strupe Rights  
Carolyn West Parker

## 1961

**Anne Broad Stevenson, Chrm.**  
**Agents:**

Alice Boykin Robertson



"I shall be glad to contribute as a "Mainliner" again this year and will send my contribution in January."—1930 Agent

"I am so glad we have alumnae who still love Agnes Scott enough to give of their busy, valuable time in service to her. The busiest ones seem willing to serve most."—1930 Chairman

"I am enclosing my check for \$50.-00, as I promised. I had hoped to make it more, but this election almost swept me clean, trying to help candidates who needed money." — 1915 Class Member

"Not for heating and lighting. Please designate for faculty salaries."—1940 Class Member

"I hope that I will continue to be one who writes to others in her class in regard to annual giving to Agnes Scott."—1955 Agent

"I teach in a Title I school; so any money I have is readily spent on students. But I do not want to keep the class from a 100%."—X-1940 Class Member

## Alumnae Class Chairmen and Agents 1968-'69

Jean Brennan  
Betsy Dalton Brand  
Lucy Maud Davis Harper  
Margaret Bullock  
Harriett Elder Manley  
Alice Frazer Evans  
Hope Gregg Spillane  
Kay Gwaltney Remick  
Sarah Helen High Claggett  
Ellen Hines Smith  
Patricia Holmes Cooper  
Jo Jarrell Wood  
Martha Lambeth Harris  
Mildred Love Petty  
Nina Marable  
Ann McBride Chilcutt  
Anne Modlin Burkhardt  
Mary Jane Moore  
Ann Peagler Gallagher  
Betsy Shepley Underwood  
Pam Smith Morahan  
Mary Ware

### 1962

**Lebby Rogers Harrison, Chrm.**  
**Agents:**

Sherry Addington Lundberg  
Susan Alexander Boone  
Vicky Allen Gardner  
Sue Allen Mount  
Pat Flythe Koonts  
Peggy Frederick Smith  
Sue Grey Reynolds  
Jan Heard Baucum  
Betty Hopkins Stoddard  
Betsy Jefferson Boyd  
Beverly Kenton Mason  
Ellen Middlebrooks Davis  
Lana Mueller Jordan  
Dot Porcher  
Joanna Praytor Putman  
Marjorie Reutz Turnbull  
Carol Rogers Whittle  
Kayanne Shofiner Massey  
Margaret Shugart Anderson  
Jo Allison Smith Brown  
Mary Stokes Morris  
Bebe Walker Reichert

**1963**  
**Mary Ann Gregory Dean, Chrm.**  
**Agents:**

Patricia Allen Dunn  
Virginia Allen Callaway  
Willette Barnwell Payne  
Nancy Butcher Wade  
Stokey Cumming  
Nancy Duvall Hargrove  
Susie Favor Stevens  
Maggy Harms  
Sandra Johnson Barrow  
Lucy Morcock Milner  
Linda Plemons Hack  
Sally Rodwell Whetstone  
Nancy Rose Vosler  
Colby Scott Lee  
Cottie Slade  
Kaye Stapleton Redford  
Nell Tabor Hartley  
Rosslyn Troth Zook  
Margaret Van Deman Blackmon  
Cheryl Winegar Mullins  
Deedie Withers Estes

### 1964

**Laurie Oakes Propst, Chrm.**  
**Agents:**

Betty Alvis Girardeau  
Sue Aspinall Sebastian  
Brenda Brooks  
Judy Eltzroth Perryman  
Anne Foster Curtis  
Garnett Foster  
Judy Hollingsworth Robinson  
Betty Hood Atkinson  
Susan Kapple Corzatt  
Lynda Langley Burton  
Martha MacNair  
Caryl Pearson King  
Anne Pennebaker Arnold  
Lib Singley Duffy  
Judy Stark Romanchuk  
Joh-Nana Sundry Walker  
Becky Vick Glover  
Lynn Weeville  
Suzanne West Guy  
Margaret Whitton Ray  
Ruth Zealy Kerr

**1965**  
**Peggy Bell, Chrm.**  
**Agents:**

Barbara Adams Hillard  
Becky Beusse Holman  
Sally Blackard  
Margaret Brawner  
Nancy Carmichael Bell  
Kitty Coggin  
Helen Davis  
Patsy Gay Nash  
Kay Harvey Beebe  
Angela Lancaster  
Judith Lazenby  
Marilyn Little  
Lib Malone Boggs  
Marcia McClung Porter  
Margaret Murphy Ellis  
Anne Schiff  
Catharine Sloan  
Carol Sutton  
Sue Taliaferro Betts  
Lelia Taylor Brown  
Sarah Timmons Patterson  
Carol Wilson Owens

### 1966

**Susan Thomas, Chrm.**  
**Agents:**

Judy Ahrono  
Bev Allen Lambert  
Marilyn Breen  
B. J. Brown  
Eleanor Cornwell  
Carol Davenport Wood  
Marganne Hendricks Price  
Linda Lael  
Alice Lindsey Blake  
Ginger Martin Westlund  
Sonja Nelson Cordell  
Sherry O'Neill Bassett  
Peggy Porter  
Linda Preston Watts  
Virginia Quattlebaum Laney  
Lucy Scoville  
Louise Smith Nelson  
Dorita Thompson  
Sarah Uzzell

Ruth Van Deman Walters  
Patty Williams Caton

### 1967

**Norma Jean Hatten, Chrm.**  
**Agents:**

Marilyn Ambroth Tarpy  
Judy Barnes Crozier  
Suzanne Campbell McCaslin  
Anne Davis  
Joan Gunter McCawley  
Helen Heard Lowrey  
Becca Herbert Schenk  
Betty Hutchison Cowden  
Pam Logan Bryant  
Day Morcock Gilmer  
Diana Oliver Peavy  
Sally Pennigar Twine  
Florence Powell  
Ann Roberts  
Vicki Wells Reddick

### 1968

**Vicki Justice, Chrm.**  
**Agents:**

Pat Bell  
Jean Binklev  
Jo Callaway  
Susan Clarke  
Lynn Cook  
Ethel Ware Gilbert  
Libba Goud  
Nina Gregg Bush  
Lucy Hamilton Lewis  
Alice Harrison Dickey  
Marilyn Johnson Hammond  
Elizabeth Jones  
Adele Josey  
Judy King  
Rebecca Lanier Allen  
Gail Livingston Pringle  
Mar. Ann McCall Johnson  
Vicky Plowden  
Linda Poore  
Kathy Stafford Phillips  
Ann Teat  
Christy Theriot Woodfin  
Nancy Thompson  
Jane Weeks Arp

# Who's in Charge?

*Trustees . . . presidents . . . faculty . . . students, past and present:  
who governs this society that we call 'the academic community'?*

THE CRY has been heard on many a campus this year. It came from the campus neighborhood, from state legislatures, from corporations trying to recruit students as employees, from the armed services, from the donors of funds, from congressional committees, from church groups, from the press, and even from the police:

"Who's in charge there?"

Surprisingly the cry also came from "inside" the colleges and universities—from students and alumni, from faculty members and administrators, and even from presidents and trustees:

"Who's in charge here?"

And there was, on occasion, this variation: "Who *should* be in charge here?"

STRANGE QUESTIONS to ask about these highly organized institutions of our highly organized society? A sign, as some have said, that our colleges and universities are hopelessly chaotic, that they need more "direction," that they have lagged behind other institutions of our society in organizing themselves into smooth-running, efficient mechanisms?

Or do such explanations miss the point? Do they overlook much of the complexity and subtlety (and perhaps some of the genius) of America's higher educational enterprise?

It is important to try to know.

Here is one reason:

► Nearly 7-million students are now enrolled in the nation's colleges and universities. Eight years hence, the total will have rocketed past 9.3-million. The conclusion is inescapable: what affects our colleges and universities will affect unprecedented numbers of our people—and, in unprecedented ways, the American character.

Here is another:

► "The campus reverberates today perhaps in part because so many have come to regard [it] as the most promising of all institutions for developing cures for society's ills." [Lloyd H. Elliott, president of George Washington University]

Here is another:

► "Men must be discriminating appraisers of their society, knowing coolly and precisely what it is about society that thwarts or limits them and therefore needs modification.

"And so they must be discriminating protectors of their institutions, preserving those features that nourish and strengthen them and make them more free." [John W. Gardner, at Cornell University]

But *who* appraises our colleges and universities? *Who* decides whether (and how) they need modifying? *Who* determines what features to preserve; which features "nourish and strengthen them and make them more free?" In short:

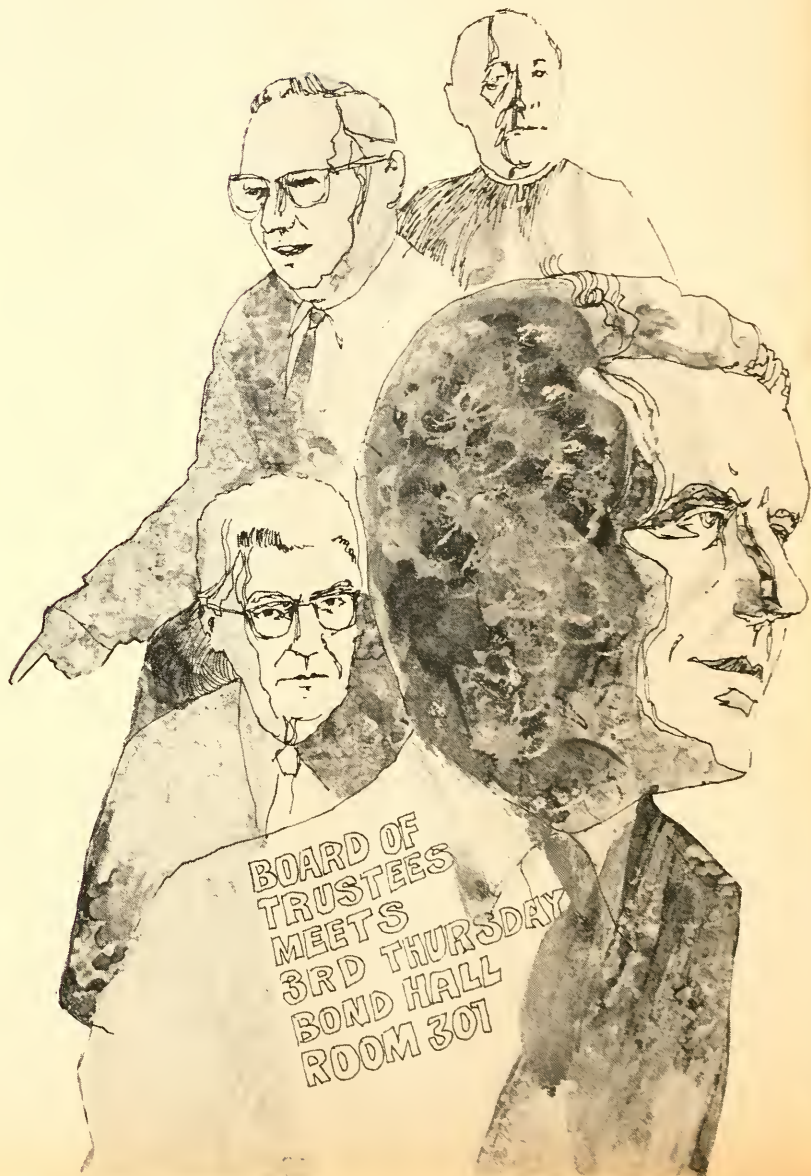
Who's in charge there?

# Who's in Charge—I The Trustees

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**B**Y THE LETTER of the law, the people in charge of our colleges and universities are the trustees or regents—25,000 of them, according to the educated guess of their principal national organization, the Association of Governing Boards.

"In the long history of higher education in America," said one astute observer recently,





“trustees have seldom been cast in a heroic role.” For decades they have been blamed for whatever faults people have found with the nation’s colleges and universities.

Trustees have been charged, variously, with representing the older generation, the white race, religious orthodoxy, political powerholders, business and economic conservatism—in short, The Establishment. Other critics—among them orthodox theologians, political powerholders, business and economic conservatives—have accused trustees of not being Establishment *enough*.

On occasion they have earned the criticisms. In the early days of American higher education, when most colleges were associated with churches, the trustees were usually clerics with stern ideas of what should and should not be taught in a church-related institution. They intruded freely in curriculums, courses, and the behavior of students and faculty members.

On many Protestant campuses, around the turn of the century, the clerical influence was lessened and often withdrawn. Clergymen on their boards of trustees were replaced, in many instances, by businessmen, as the colleges and universities sought trustees who could underwrite their solvency. As state systems of higher education were founded, they too were put under the control of lay regents or trustees.

Trustee-faculty conflicts grew. Infringements of academic freedom led to the founding, in 1915, of the American Association of University Professors. Through the association, faculty members developed and gained wide acceptance of strong principles of academic freedom and tenure. The conflicts eased—but even today many faculty members watch their institution’s board of trustees guardedly.

In the past several years, on some campuses, trustees have come under new kinds of attack.

► At one university, students picketed a meeting of the governing board because two of its members, they said, led companies producing weapons used in the war in Vietnam.

► On another campus, students (joined by some faculty members) charged that college funds had been invested in companies operating in racially divided South Africa. The investments, said the students, should be canceled; the board of trustees should be censured.

► At a Catholic institution, two years ago, most students and faculty members went on strike because the trustees (comprising 33 clerics and 11 lay-

men) had dismissed a liberal theologian from the faculty. The board reinstated him, and the strike ended. A year ago the board was reconstituted to consist of 15 clerics and 15 laymen. (A similar shift to laymen on their governing boards is taking place at many Catholic colleges and universities.)

► A state college president, ordered by his trustees to reopen his racially troubled campus, resigned because, he said, he could not “reconcile effectively the conflicts between the trustees” and other groups at his institution.

**H**OW DO MOST TRUSTEES measure up to their responsibilities? How do they react to the lightning-bolts of criticism that, by their position, they naturally attract? We have talked in recent months with scores of trustees and have collected the written views of many others. Our conclusion: With some notable (and often highly vocal) exceptions, both the breadth and depth of many trustees’ understanding of higher education’s problems, including the touchiness of their own position, are greater than most people suspect.

Many boards of trustees, we found, are showing deep concern for the views of students and are going to extraordinary lengths to know them better. Increasing numbers of boards are rewriting their by-laws to include students (as well as faculty members) in their membership.

William S. Paley, chairman of CBS and a trustee of Columbia University, said after the student outbreaks on that troubled campus:

“The university may seem [to students] like just one more example of the establishment’s trying to run their lives without consulting them. . . . It is essential that we make it possible for students to work for the correction of such conditions legitimately and effectively rather than compulsively and violently. . . .

“Legally the university is the board of trustees, but actually it is very largely the community of teachers and students. That a board of trustees should commit a university community to policies and actions without the components of that community participating in discussions leading to such commitments has become obsolete and unworkable.”

Less often than one might expect, considering some of the provocations, did we find boards of trustees giving “knee-jerk” reactions even to the most extreme demands presented to them. Not very long ago, most boards might have rejected such

*The role of higher education’s trustees often is misinterpreted and misunderstood*



## *As others seek a greater voice, presidents are natural targets for their attack*

demands out of hand; no longer. James M. Hester, the president of New York University, described the change:

"To the activist mind, the fact that our board of trustees is legally entrusted with the property and privileges of operating an educational institution is more an affront than an acceptable fact. What is considered relevant is what is called the social reality, not the legal authority.

"A decade ago the reaction of most trustees and presidents to assertions of this kind was a forceful statement of the rights and responsibilities of a private institution to do as it sees fit. While faculty control over the curriculum and, in many cases, student discipline was delegated by most boards long before, the power of the trustees to set university policy in other areas and to control the institution financially was unquestioned.

"Ten years ago authoritarian answers to radical questions were frequently given with confidence. Now, however, authoritarian answers, which often provide emotional release when contemplated, somehow seem inappropriate when delivered."

**A**S A RESULT, trustees everywhere are re-examining their role in the governance of colleges and universities, and changes seem certain. Often the changes will be subtle, perhaps consisting of a shift in attitude, as President Hester suggested. But they will be none the less profound.

In the process it seems likely that trustees, as Vice-Chancellor Ernest L. Boyer of the State University of New York put it, will "recognize that the college is not only a place where past achievements are preserved and transmitted, but also a place where the conventional wisdom is constantly subjected to merciless scrutiny."

Mr. Boyer continued:

"A board member who accepts this fact will remain poised when surrounded by cross-currents of controversy. . . . He will come to view friction as an essential ingredient in the life of a university, and vigorous debate not as a sign of decadence, but of robust health.

"And, in recognizing these facts for himself, the trustee will be equipped to do battle when the college—and implicitly the whole enterprise of higher education—is threatened by earnest primitives, single-minded fanatics, or calculating demagogues."

**W**HO'S IN CHARGE? Every eight years, on the average, the members of a college or university board must provide a large part of the answer by reaching, in Vice-Chancellor Boyer's words, "the most crucial decision a trustee will ever be called upon to make."

They must choose a new president for the place and, as they have done with his predecessors, delegate much of their authority to him.

The task is not easy. At any given moment, it has been estimated, some 300 colleges and universities in the United States are looking for presidents. The qualifications are high, and the requirements are so exacting that many top-flight persons to whom a presidency is offered turn down the job.

As the noise and violence level of campus protests has risen in recent years, the search for presidents has grown more difficult—and the turndowns more frequent.

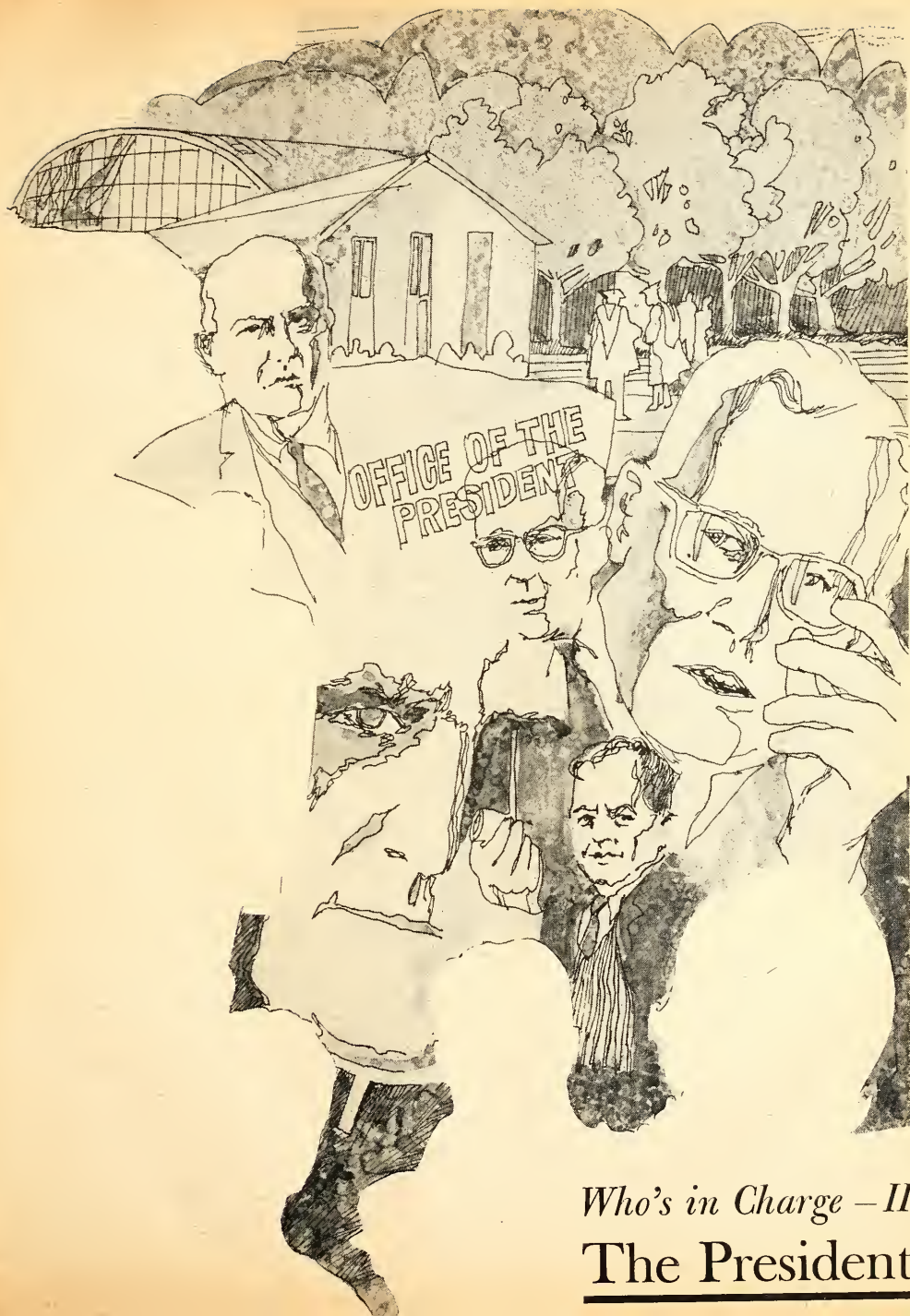
"Fellow targets," a speaker at a meeting of college presidents and other administrators called his audience last fall. The audience laughed nervously. The description, they knew, was all too accurate.

"Even in the absence of strife and disorder, academic administrators are the men caught in the middle as the defenders—and, altogether too often these days, the beleaguered defenders—of institutional integrity," Logan Wilson, president of the American Council on Education, has said. "Although college or university presidencies are still highly respected positions in our society, growing numbers of campus malcontents seem bent on doing everything they can to harass and discredit the performers of these key roles."

This is unfortunate—the more so because the harassment frequently stems from a deep misunderstanding of the college administrator's function.

The most successful administrators cast themselves in a "staff" or "service" role, with the well-being of the faculty and students their central concern. Assuming such a role often takes a large measure of stamina and goodwill. At many institutions, both faculty members and students habitually blame administrators for whatever ails them—and it is hard for even the most dedicated of administrators to remember that they and the faculty-student critics are on the same side.

"Without administrative leadership," philosopher Sidney Hook has observed, "every institution . . . runs down hill. The greatness of a university consists



*Who's in Charge – II*  
**The President**

## *A college's heart is its faculty. What part should it have in running the place?*

predominantly in the greatness of its faculty. But faculties . . . do not themselves build great faculties. To build great faculties, administrative leadership is essential."

Shortly after the start of this academic year, however, the American Council on Education released the results of a survey of what 2,040 administrators, trustees, faculty members, and students foresaw for higher education in the 1970's. Most thought "the authority of top administrators in making broad policy decisions will be significantly eroded or diffused." And three out of four faculty members said they found the prospect "desirable."

Who's in charge? Clearly the answer to that question changes with every passing day.

**W**ITH IT ALL, the job of the president has grown to unprecedented proportions. The old responsibilities of leading the faculty and students have proliferated. The new responsibilities of money-raising and business management have been heaped on top of them. The brief span of the typical presidency—about eight years—testifies to the roughness of the task.

Yet a president and his administration very often exert a decisive influence in governing a college or university. One president can set a pace and tone that invigorate an entire institution. Another president can enervate it.

At Columbia University, for instance, following last year's disturbances there, an impartial fact-finding commission headed by Archibald Cox traced much of the unrest among students and faculty members to "Columbia's organization and style of administration":

"The administration of Columbia's affairs too often conveyed an attitude of authoritarianism and invited distrust. In part, the appearance resulted from style; for example, it gave affront to read that an influential university official was no more interested in student opinion on matters of intense concern to students than he was in their taste for strawberries.

"In part, the appearance reflected the true state of affairs. . . . The president was unwilling to surrender absolute disciplinary powers. In addition, government by improvisation seems to have been not an exception, but the rule."

At San Francisco State College, last December, the leadership of Acting President S. I. Hayakawa,

whether one approved it or not, was similarly decisive. He confronted student demonstrators, promised to suspend any faculty members or students who disrupted the campus, reopened the institution under police protection, and then considered the dissidents' demands.

But looking ahead, he said, "We must eventually put campus discipline in the hands of responsible faculty and student groups who will work cooperatively with administrations . . ."

**W**HO'S IN CHARGE? "However the power mixture may be stirred," says Dean W. Donald Bowles of American University, "in an institution aspiring to quality, the role of the faculty remains central. No president can prevail indefinitely without at least the tacit support of the faculty. Few deans will last more than a year or two if the faculty does not approve their policies."

The power of the faculty in the academic activities of a college or university has long been recognized. Few boards of trustees would seriously consider infringing on the faculty's authority over what goes on in the classroom. As for the college or university president, he almost always would agree with McGeorge Bundy, president of the Ford Foundation, that he is, "on academic matters, the agent and not the master of the faculty."

A joint statement by three major organizations representing trustees, presidents, and professors has spelled out the faculty's role in governing a college or university. It says, in part:

"The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process.

"On these matters, the power of review or final decision lodged in the governing board or delegated by it to the president should be exercised adversely only in exceptional circumstances. . . .

"The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved.

"Faculty status and related matters are primarily a faculty responsibility. This area includes appointments, reappointments, decisions not to reappoint, promotions, the granting of tenure, and dismissal. . . . The governing board and president should, on



questions of faculty status, as in other matters where the faculty has primary responsibility, concur with the faculty judgment except in rare instances and for compelling reasons which should be stated in detail.

"The faculty should actively participate in the determination of policies and procedures governing salary increases. . . ."

"Agencies for faculty participation in the government of the college or university should be established at each level where faculty responsibility is present. . . ."

Few have quarreled with the underlying reason for such faculty autonomy: the protection of academic freedom. But some thoughtful observers of the college and university scene think some way must be found to prevent an undesirable side effect: the perpetuation of comfortable ruts, in which individual faculty members might prefer to preserve the status quo rather than approve changes that the welfare of their students, their institutions, and society might demand.

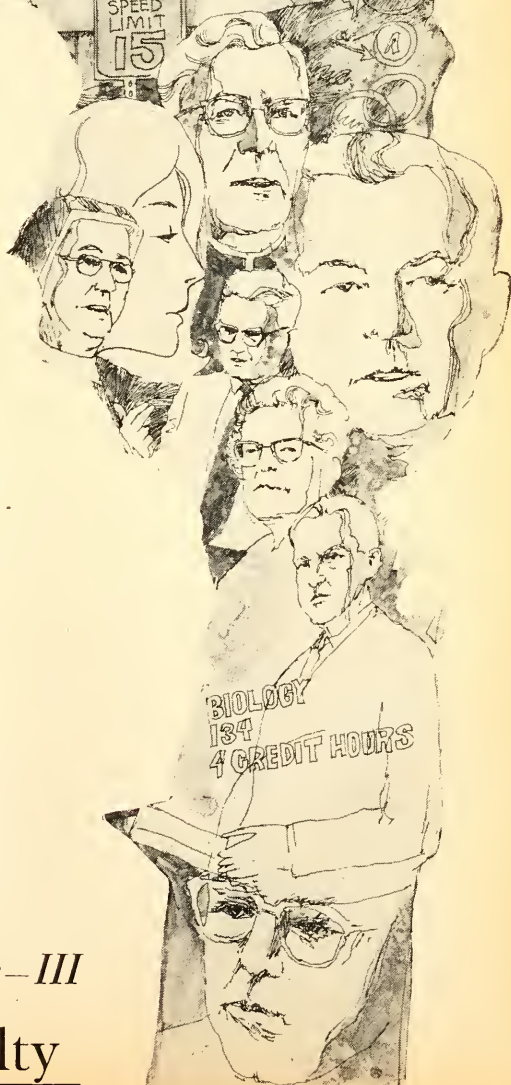
The president of George Washington University, Lloyd H. Elliott, put it this way last fall:

"Under the banner of academic freedom, [the individual professor's] authority for his own course has become an almost unchallenged right. He has been not only free to ignore suggestions for change, but licensed, it is assumed, to prevent any change he himself does not choose.

"Even in departments where courses are sequential, the individual professor chooses the degree to

## *Who's in Charge—III*

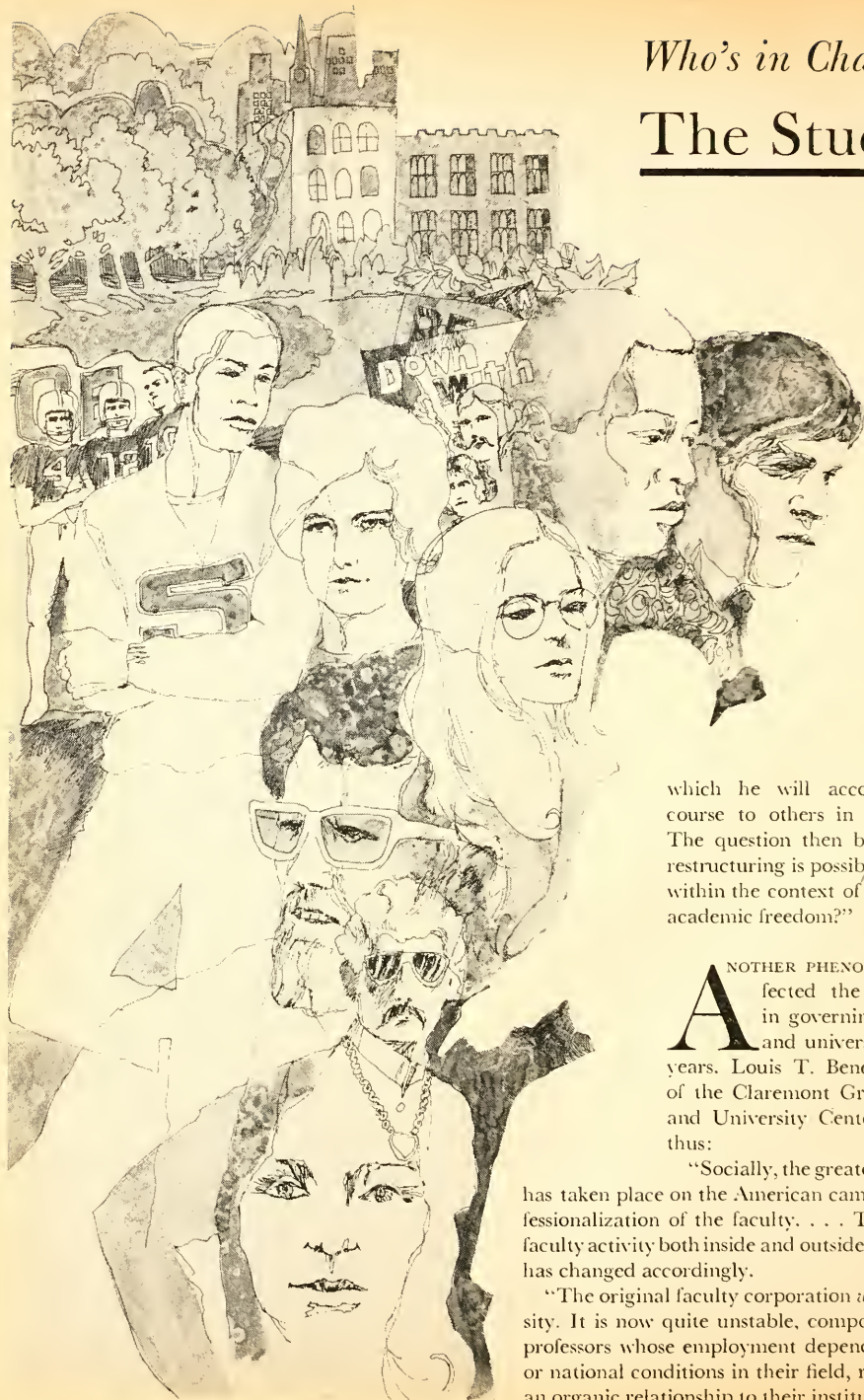
# The Faculty





## Who's in Charge—IV

# The Students



which he will accommodate his course to others in the sequence. The question then becomes: What restructuring is possible or desirable within the context of the professor's academic freedom?"

**A**NOTHER PHENOMENON has affected the faculty's role in governing the colleges and universities in recent years. Louis T. Benezet, president of the Claremont Graduate School and University Center, describes it thus:

"Socially, the greatest change that has taken place on the American campus is the professionalization of the faculty. . . . The pattern of faculty activity both inside and outside the institution has changed accordingly.

"The original faculty corporation *was* the university. It is now quite unstable, composed of mobile professors whose employment depends on regional or national conditions in their field, rather than on an organic relationship to their institution and even

less on the relationship to their administrative heads. . . .

"With such powerful changes at work strengthening the professor as a specialist, it has become more difficult to promote faculty responsibility for educational policy."

Said Columbia trustee William S. Paley: "It has been my own observation that faculties tend to assume the attitude that they are a detached arbitrating force between students on one hand and administrators on the other, with no immediate responsibility for the university as a whole."

**Y**ET IN THEORY, at least, faculty members seem to favor the idea of taking a greater part in governing their colleges and universities. In the American Council on Education's survey of predictions for the 1970's, 99 per cent of the faculty members who responded said such participation was "highly desirable" or "essential." Three out of four said it was "almost certain" or "very likely" to develop. (Eight out of ten administrators agreed that greater faculty participation was desirable, although they were considerably less optimistic about its coming about.)

In another survey by the American Council on Education, Archie R. Dykes—now chancellor of the University of Tennessee at Martin—interviewed 106 faculty members at a large midwestern university to get their views on helping to run the institution. He found "a pervasive ambivalence in faculty attitudes toward participation in decision-making."

Faculty members "indicated the faculty should have a strong, active, and influential role in decisions," but "revealed a strong reticence to give the time such a role would require," Mr. Dykes reported. "Asserting that faculty participation is essential, they placed participation at the bottom of the professional priority list and deprecated their colleagues who do participate."

Kramer Rohlfleisch, a history professor at San Diego State College, put it this way at a meeting of the American Association of State Colleges and Universities: "If we do shoulder this burden [of academic governance] to excess, just who will tend the academic store, do the teaching, and extend the range of human knowledge?"

The report of a colloquium at Teachers College, New York, took a different view: "Future encounters [on the campuses] may be even less likely of

resolution than the present difficulties unless both faculty members and students soon gain widened perspectives on issues of university governance."

**W**HOS IN CHARGE? Today a new group has burst into the picture: the college and university students themselves.

The issues arousing students have been numerous. Last academic year, a nationwide survey by Educational Testing Service found, the Number 1 cause of student unrest was the war in Vietnam; it caused protests at 34 per cent of the 859 four-year colleges and universities studied. The second most frequent cause of unrest was dormitory regulations. This year, many of the most violent campus demonstrations have centered on civil rights.

In many instances the stated issues were the real causes of student protest. In others they provided excuses to radical students whose aims were less the correction of specific ills or the reform of their colleges and universities than the destruction of the political and social system as a whole. It is important to differentiate the two, and a look at the *dramatis personae* can be instructive in doing so.

**A**T THE LEFT—the "New Left," not to be confused with old-style liberalism—is Students for a Democratic Society, whose leaders often use the issue of university reform to mobilize support from their fellow students and to "radicalize" them. The major concern of sds is not with the colleges and universities *per se*, but with American society as a whole.

"It is basically impossible to have an honest university in a dishonest society," said the chairman of sds at Columbia, Mark Rudd, in what was a fairly representative statement of the sds attitude. Last year's turmoil at Columbia, in his view, was immensely valuable as a way of educating students and the public to the "corrupt and exploitative" nature of U.S. society.

"It's as if you had reformed Heidelberg in 1938," an sds member is likely to say, in explanation of his philosophy. "You would still have had Hitler's Germany outside the university walls."

The sds was founded in 1962. Today it is a loosely organized group with some 35,000 members, on about 350 campuses. Nearly everyone who has studied the sds phenomenon agrees its members are highly idealistic and very bright. Their idealism has

*'Student power' has many meanings, as the young seek a role in college governance*





## *Attached to a college (intellectually,*

led them to a disappointment with the society around them, and they have concluded it is corrupt.

Most sds members disapprove of the Russian experience with socialism, but they seem to admire the Cuban brand. Recently, however, members returning from visits to Cuba have appeared disillusioned by repressive measures they have seen the government applying there.

The meetings of sds—and, to a large extent, the activities of the national organization, generally—have an improvisational quality about them. This often carries over into the sds view of the future. “We can’t explain what form the society will take after the revolution,” a member will say. “We’ll just have to wait and see how it develops.”

In recent months the sds outlook has become increasingly bitter. Some observers, noting the escalation in militant rhetoric coming from sds headquarters in Chicago, fear the radical movement soon may adopt a more openly aggressive strategy.

Still, it is doubtful that sds, in its present state of organization, would be capable of any sustained, concerted assault on the institutions of society. The organization is diffuse, and its members have a strong antipathy toward authority. They dislike carrying out orders, whatever the source.

**F**AR MORE INFLUENTIAL in the long run, most observers believe, will be the U.S. National Student Association. In the current spectrum of student activism on the campuses, leaders of the nsa consider their members “moderates,” not radicals. A former nsa president, Edward A. Schwartz, explains the difference:

“The moderate student says, ‘We’ll go on strike, rather than burn the buildings down.’”

The nsa is the national organization of elected student governments on nearly 400 campuses. Its Washington office shows an increasing efficiency and militancy—a reflection, perhaps, of the fact that many college students take student government much more seriously, today, than in the past.

The nsa talks of “student power” and works at it: more student participation in the decision-making at the country’s colleges and universities. And it wants changes in the teaching process and the traditional curriculum.

In pursuit of these goals, the nsa sends advisers around the country to help student governments with their battles. The advisers often urge the students to take their challenges to authority to the

*emotionally) and detached (physically), alumni can be a great and healthy force*

courts, and the NSA's central office maintains an up-to-date file of precedent cases and judicial decisions.

A major aim of NSA this year is reform of the academic process. With a \$315,000 grant from the Ford Foundation, the association has established a center for educational reform, which encourages students to set up their own classes as alternative models, demonstrating to the colleges and universities the kinds of learning that students consider worthwhile.

The Ford grant, say NSA officials, will be used to "generate quiet revolutions instead of ugly ones" on college campuses. The NSA today is an organization that wants to reform society from within, rather than destroy it and then try to rebuild.

Also in the picture are organizations of militant Negro students, such as the Congress for the Unity of Black Students, whose founding sessions at Shaw University last spring drew 78 delegates from 37 colleges and universities. The congress is intended as a campus successor to the Student Nonviolent Coordinating Committee. It will push for courses on the history, culture, art, literature, and music of Negroes. Its founders urged students to pursue their goals without interfering with the orderly operation of their colleges or jeopardizing their own academic activities. (Some other organizations of black students are considerably more militant.)

And, as a "constructive alternative to the disruptive approach," an organization called Associated Student Governments of the U.S.A. claims a membership of 150 student governments and proclaims that it has "no political intent or purpose," only "the sharing of ideas about student government."

These are some of the principal national groups. In addition, many others exist as purely local organizations, concerned with only one campus or specific issues.

EXCEPT FOR THOSE whose aim is outright disruption for disruption's sake, many such student reformers are gaining a respectful hearing from college and university administrators, faculty members, and trustees—even as the more radical militants are meeting greater resistance. And increasing numbers of institutions have devised, or are seeking, ways of making the students a part of the campus decision-making process.

It isn't easy. "The problem of constructive student

participation—participation that gets down to the 'nitty-gritty'—is of course difficult," Dean C. Peter Magrath of the University of Nebraska's College of Arts and Sciences has written. "Students are birds of passage who usually lack the expertise and sophistication to function effectively on complex university affairs until their junior and senior years. Within a year or two they graduate, but the administration and faculty are left with the policies they helped devise. A student generation lasts for four years; colleges and universities are more permanent."

Yale University's President Kingman Brewster, testifying before the National Commission on the Causes and Prevention of Violence, gave these four "prescriptions" for peaceful student involvement:

- Free expression must be "absolutely guaranteed, no matter how critical or demonstrative it may be."

- Students must have an opportunity to take part in "the shaping and direction of the programs, activities, and regulations which affect them."

- Channels of communication must be kept open. "The freedom of student expression must be matched by a willingness to listen seriously."

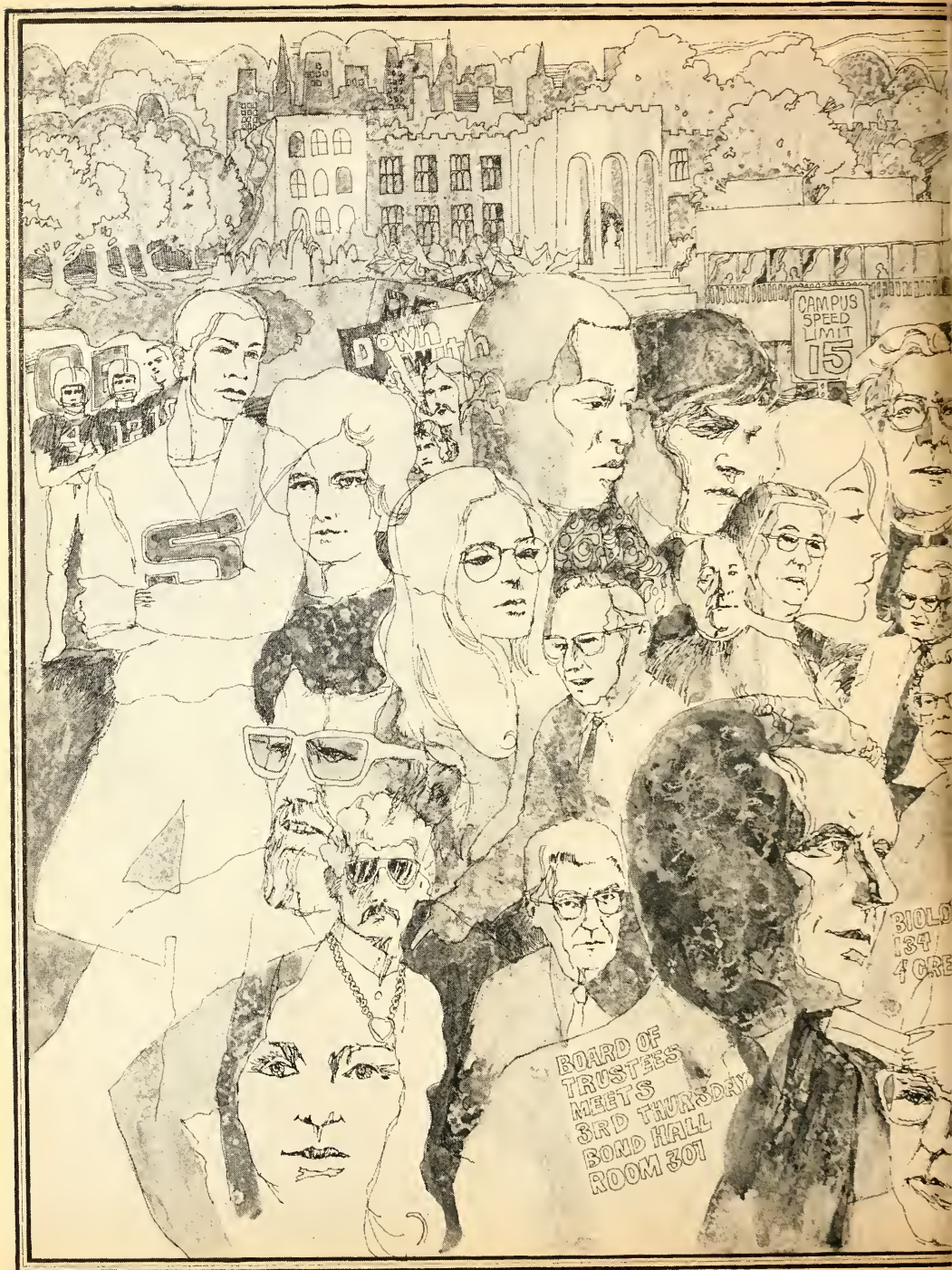
- The student must be treated as an individual, with "considerable latitude to design his own program and way of life."

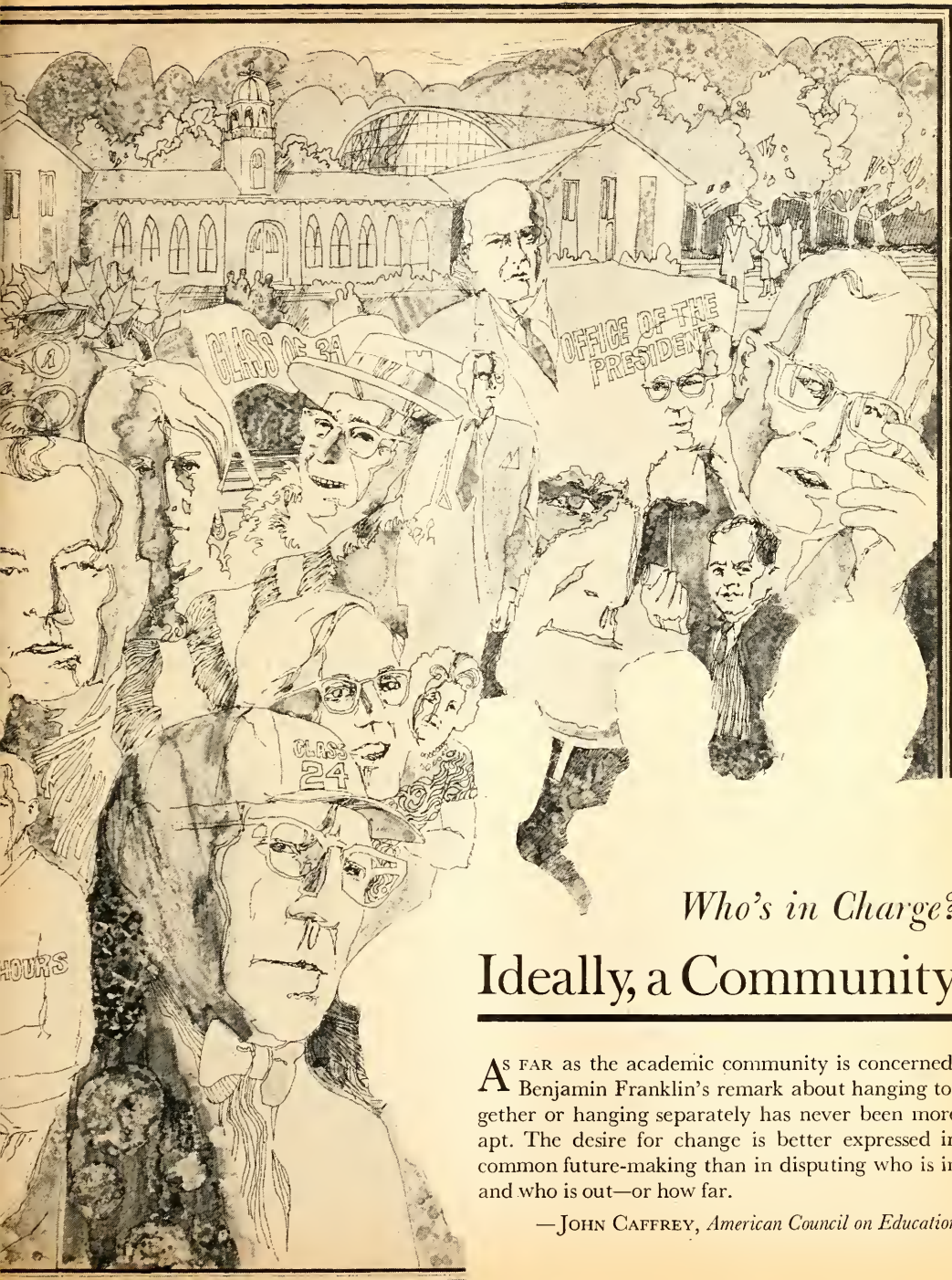
With such guidelines, accompanied by positive action to give students a voice in the college and university affairs that concern them, many observers think a genuine solution to student unrest may be attainable. And many think the students' contribution to college and university governance will be substantial, and that the nation's institutions of higher learning will be the better for it.

"Personally," says Otis A. Singletary, vice-chancellor for academic affairs at the University of Texas, "my suspicion is that in university reform, the students are going to make a real impact on the improvement of undergraduate teaching."

Says Morris B. Abram, president of Brandeis University: "Today's students are physically, emotionally, and educationally more mature than my generation at the same age. Moreover, they have become perceptive social critics of society. The reformers among them far outnumber the disrupters. There is little reason to suppose that . . . if given the opportunity, [they] will not infuse good judgment into decisions about the rules governing their lives in this community."







*Who's in Charge?*

## Ideally, a Community

AS FAR as the academic community is concerned, Benjamin Franklin's remark about hanging together or hanging separately has never been more apt. The desire for change is better expressed in common future-making than in disputing who is in and who is out—or how far.

—JOHN CAFFREY, *American Council on Education*



## *A college or university can be governed well only by a sense of its community*

**W**HO'S IN CHARGE? Trustees and administrators, faculty members and students. Any other answer—any authoritarian answer from one of the groups alone, any call from outside for more centralization of authority to restore “order” to the campuses—misses the point of the academic enterprise as it has developed in the United States.

The concept of that enterprise echoes the European idea of a community of scholars—self-governing, self-determining—teachers and students sharing the goal of pursuing knowledge. But it adds an idea that from the outset was uniquely American: the belief that our colleges and universities must not be self-centered and ingrown, but must serve society.

This idea accounts for putting the ultimate legal authority for our colleges and universities in the hands of the trustees or regents. They represent the view of the larger, outside interest in the institutions: the interest of churches, of governments, of the people. And, as a part of the college or university's government, they represent the institution to the public: defending it against attack, explaining its case to legislatures, corporations, labor unions, church groups, and millions of individual citizens.

Each group in the campus community has its own interests, for which it speaks. Each has its own authority to govern itself, which it exercises. Each has an interest in the institution as a whole, which it expresses. Each, ideally, recognizes the interests of the others, as well as the common cause.

That last, difficult requirement, of course, is where the process encounters the greatest risk of breakdown.

“Almost any proposal for major innovation in the universities today runs head-on into the opposition of powerful vested interests,” John W. Gardner has observed. “And the problem is compounded by the fact that all of us who have grown up in the academic world are skilled in identifying our vested interests with the Good, the True, and the Beautiful, so that any attack on them is, by definition, subversive.”

In times of stress, the risk of a breakdown is especially great. Such times have enveloped us all, in recent years. The breakdowns have occurred, on some campuses—at times spectacularly.

Whenever they happen, cries are heard for abolishing the system. Some demand that campus authority be gathered into the hands of a few, who would then tighten discipline and curb dissent.

Others—at the other end of the spectrum—demand the destruction of the whole enterprise, without proposing any alternatives.

If the colleges and universities survive these demands, it will be because reason again has taken hold. Men and women who would neither destroy the system nor prevent needed reforms in it are hard at work on nearly every campus in America, seeking ways to keep the concept of the academic community strong, innovative, and workable.

The task is tough, demanding, and likely to continue for years to come. “For many professors,” said the president of Cornell University, James A. Perkins, at a convocation of alumni, “the time required to regain a sense of campus community . . . demands painful choices.” But wherever that sense has been lost or broken down, regaining it is essential.

The alternatives are unacceptable. “If this community forgets itself and its common stake and destiny,” John Caffrey has written, “there are powers outside that community who will be only too glad to step in and manage for us.” Chancellor Samuel B. Gould, of the State University of New York, put it in these words to a committee of the state legislature:

“This tradition of internal governance . . . must—at all cost—be preserved. Any attempt, however well-intentioned, to ignore trustee authority or to undermine the university's own patterns of operation, will vitiate the spirit of the institution and, in time, kill the very thing it seeks to preserve.”

**W**HO'S IN CHARGE THERE? The jigsaw puzzle, put together on the preceding page, shows the participants: trustees, administrators, professors, students, ex-students. But a piece is missing. It must be supplied, if the answer to our question is to be accurate and complete.

It is the American people themselves. By direct and indirect means, on both public and private colleges and universities, they exert an influence that few of them suspect.

The people wield their greatest power through governments. For the present year, through the 50 states, they have appropriated more than \$5-billion in tax funds for college and university operating expenses alone. This is more than three times the \$1.5-billion of only eight years ago. As an expression of the people's decision-making power in higher

*Simultaneously, much power is held by 'outsiders' usually unaware of their role*

education, nothing could be more eloquent.

Through the federal government, the public's power to chart the course of our colleges and universities has been demonstrated even more dramatically. How the federal government has spent money throughout U.S. higher education has changed the colleges and universities in a way that few could have visualized a quarter-century ago.

Here is a hard look at what this influence has meant. It was written by Clark Kerr for the Brookings Institution's "Agenda for the Nation," presented to the Nixon administration:

"Power is allocated with money," he wrote.

"The day is largely past of the supremacy of the autocratic president, the all-powerful chairman of the board, the feared chairman of the state appropriations committee, the financial patron saint, the all-wise foundation executive guiding higher education into new directions, the wealthy alumnus with his pet projects, the quiet but effective representatives of the special interests. This shift of power can be seen and felt on almost every campus. Twenty years of federal impact has been the decisive influence in bringing it about.

"Decisions are being made in more places, and

more of these places are external to the campus."

The process began with the land-grant movement of the nineteenth century, which enlisted higher education's resources in the industrial and agricultural growth of the nation. It reached explosive proportions in World War II, when the government went to the colleges and universities for desperately needed technology and research. After the war, spurred by the launching of Russia's Sputnik, federal support of activities on the campuses grew rapidly.

**M**ILLIONS OF DOLLARS every year went to the campuses for research. Most of it was allocated to individual faculty members, and their power grew proportionately. So did their independence from the college or university that employed them. So did the importance of research in their lives. Clearly that was where the money and prestige lay; at

## *Who's in Charge—V*

# The Public





many research-heavy universities, large numbers of faculty members found that their teaching duties somehow seemed less important to them. Thus the distribution of federal funds had substantially changed many an institution of higher education.

Washington gained a role in college and university decision-making in other ways, as well. Spending money on new buildings may have had no place in an institution's planning, one year; other expenditures may have seemed more urgent. But when the federal government offered large sums of money for construction, on condition that the institution match them from its own pocket, what board or president could turn the offer down?

Not that the influence from Washington was sinister; considering the vast sums involved, the federal programs of aid to higher education have been remarkably free of taint. But the federal power to influence the direction of colleges and universities was strong and, for most, irresistible.

Church-related institutions, for example, found themselves re-examining—and often changing—their long-held insistence on total separation of church and state. A few held out against taking federal funds, but with every passing year they found it more difficult to do so. Without accepting them, a college found it hard to compete.

**T**HE POWER of the public to influence the campuses will continue. The Carnegie Commission on Higher Education, in its important assessment issued in Decem-

ber, said that by 1976 federal support for the nation's colleges and universities must grow to \$13-billion a year.

"What the American nation now needs from higher education," said the Carnegie Commission, "can be summed up in two words: quality and equality."

How far the colleges and universities will go in meeting these needs will depend not basically on those who govern the colleges internally, but on the public that, through the government, influences them from without.

"The fundamental question is this," said the State University of New York's Chancellor Gould: "Do we believe deeply enough in the principle of an intellectually free and self-regulating university that we are willing to exercise the necessary caution which will permit the institution—with its faults—to survive and even flourish?"

In answering that question, the alumni and alumnae have a crucial part to play. As former students, they know the importance of the higher educational process as few others do. They understand why it is, and must be, controversial; why it does, and must, generate frictions; why it is, and must, be free. And as members of the public, they can be higher education's most informed and persuasive spokesmen.

Who's in charge here? The answer is at once simple and infinitely complex.

The trustees are. The faculty is. The students are. The president is. You are.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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# The Academic Kaleidoscope 1968-'69

by Julia T. Gary

*Editor's Note: We asked Dr. Gary, as she assumed her duties as Dean of the Faculty, to write an article for the Quarterly to accompany the special nationally edited one, "Who's in Charge?" (pp. 15-30). She here gives alumnae a glimpse of the exciting revisions and new programs in Agnes Scott's academic existence. Julia says: "We must keep that which is superior and attempt to rectify that which is less than our best. I invite your criticism, your suggestions, and your help."*

WHEN ONE IS FORCED, as I have been in recent months, to look at students and faculty, at curriculum and communication, from a new vantage point, one becomes more critical of weakness and simultaneously more appreciative and protective of those things which are our strengths. One would be intellectually blind to say that Agnes Scott is perfect or to say that we here at the College live in an environment which is free of disagreement and unrest. It would likewise be shortsighted to fail to see the progress and constructive changes which are at work on the campus. The 1968-69 year was a good one. In spite of the drastic changes in personnel which took place, work at the College moved in a positive direction. New things have appeared and will continue to appear in the academic life of the College and it is about these things that I wish to tell you.

A more vocal and participating faculty has emerged. Faculty meetings have seldom been filled with such lively discussion on a multitude of subjects as in recent months. The local A.A.U.P. (American Association of University Professors) chapter has concerned itself with a variety of issues from faculty handbooks to college finances. Individuals and departments have continued to strive for integrity and excellence in the academic existence.

Student leadership has reached a peak which will be difficult, though not impossible, to maintain. Leaders have concerned themselves with constructive change in keeping with more liberal trends. They have been able, however, to keep a sane perspective, placing academic pursuits in the position of importance. The president of Student Government Association graduated with a 3.00 average, the highest attainable, the chairman of Judicial Council gained admission to medical school, and the president of Athletic Association was admitted to law school.

Certainly one of the most significant areas for study and improvement is in the area of communication. Our efforts in this direction are evidenced by two joint faculty-student committees, both of which have now become standing committees of the faculty. The Committee on Student Problems (COSP) is chaired jointly

by Mrs. Miriam Drucker, Professor of Psychology, and Bebe Guill, a senior English major from Greenville, S.C. The Committee on Academic Problems (CAP) functions in like manner in the area of academic life. Co-chairmen are Miss Kathryn Glick, Professor of Classics, and Martha Harris, a senior math major from Winston-Salem, N. C. Both committees have a membership of faculty and students, the students slightly outweighing the faculty in number. The Dean of Students is a member of COSP and the Dean of the Faculty is a member of CAP. In both of these groups, an open exchange of ideas and freedom of discussion on the part of faculty and students allow the consideration of any topic. Both committees can and do send recommendations to Representative Council of student government and to the faculty. From these committees has come some of the most constructive legislation of the past few years.

The five-day class week has survived its first year. Students and faculty alike rejoice in the freedom of Saturday mornings and in the decrease of several sorts of pressure that this freedom brings. (Administrative offices remain open on Saturdays.)

The two-year test period for the "pass-fail" election of courses ended in June. At the final meeting of the faculty for the 1968-69 session, the faculty and Academic Council, acting on a recommendation from CAP, adopted a ten-hour maximum of pass-fail selection on a permanent basis. Students have generally elected pass-fail courses in disciplines removed from their own field of specialization and have generally maintained the same quality of work as in courses elected on a regular-grade basis. Juniors and Seniors may now venture into many academic areas without feeling the concern of competing with those who are majoring in a given area.

Also during 1968-69, new regulations for class attendance were formulated by a joint faculty-student committee and were adopted by the faculty in the spring. Students are given more responsibility in this area with fewer absolute restrictions. The new regulations deal with generalities and contain fewer details than the older ones adopted more than a decade ago or

## The Academic Kaleidoscope 1968-69

even older, more stringent ones which many of you may recall.

The fate of student self-scheduling of examinations is undecided as this issue of the *Quarterly* goes to the press. This controversial experiment, adopted for the winter and spring quarters of the 1968-69 session, allows a student to schedule her own examinations within the framework of a specified period of time and certain noted hours. Faculty members are freed from the distribution of their own examinations but assist at a central distribution center for those students who have scheduled examinations at a particular time. Students may thus fit a schedule to their own particular talents and to their own feelings of pressure during the period. The Honor System is put to a severe test but has survived nobly. CAP will send a recommendation to the October meeting of the faculty concerning the future of examination schedules, and some action will be taken.

An increasing interest in and demand for study abroad has prompted two new areas of investigation. For a number of years, Agnes Scott students have participated in junior year abroad programs sponsored by American colleges and universities. These have primarily been students with special interest in French, German, and Spanish. Increasingly more students in English wish an experience in a British university where junior year abroad programs are essentially non-existent. It is difficult, in some cases impossible, for a transient foreign student to gain admission to the well-established British universities. During the summer of 1969, Mr. Jack Nelson, Associate Professor of English, went to Great Britain to acquaint some of these universities with the quality of the Agnes Scott program and to attempt to establish an informal relationship with them, enabling some of our best students to spend a profitable junior year in England. His trip is viewed with optimism and expectation. During the 1969-70 session, three juniors will be in France, one in Germany, two in Spain, and three in England. Several others will be traveling independently.

In the summer of 1970, Agnes Scott will venture into the field of study abroad. An experimental program, directed by Mr. Michael Brown, Associate Professor of History, will allow about twenty-five students to study the social history of Stuart and Tudor England in the surroundings in which the events took place. Mr. Brown, a native of England, will lecture to students and has arranged for several notable British historians and political figures to join the group and discuss their fields of specialization. The group will spend most of the

six-week period in London, Exeter, Oxford, Warwick, and Chester. Students will also visit Edinburgh, and free weekends will allow them to explore the surrounding region and to pursue their own areas of interest. Some of their free time will, no doubt, be used to gather information for the required research paper. The course will carry seven hours of academic credit. Mrs. Brown will accompany the group.

Several other departments have done or are doing revisions and new programs. Financed by a grant from the S. and H. Foundation's Lectureship Program, a two-day seminar entitled Developing Nations was held in the winter of 1969. The seminar brought to the campus authorities in the areas of government, international studies, and business and was vitally connected with the inter-departmental seminar on Developing Nations conducted during the 1967-68 and 1968-69 sessions. A recent revision of course offerings in sociology places greater emphasis on social research, both method and analysis, and gives attention to such relevant material as that dealing with urban society and social welfare institutions. A matching grant from the National Science Foundation to the Department of Chemistry will enable expanded course offerings. This grant, coupled with two grants received by Miss Alice Cunningham, Assistant Professor of Chemistry, will provide for an increasingly large number of instruments for teaching and research. Not only are students doing research during the regular term, but, during the summer of 1969, two students conducted research on the campus under Miss Cunningham's direction. Professor John Tumblyn, Chairman of the Department of Economics and Sociology, and Assistant Professor of Economics Renate Thimester received grants to participate in the Faculty Development Seminar on South Asia held at Syracuse University. The second phase of the two-year program involves a study tour to India in the summer of 1970 by all participants.

In the fall of 1968, the College began a program of orientation for parents of freshmen. An enthusiastic response from parents and our own estimate of the value of the program encouraged us to provide a similar program in the fall of 1969. Parents have the opportunity to hear about the College from the president and the two deans and to meet student leaders.

Prior to launching an intensive program of self-study in the fall of 1971, for the Southern Association of Colleges and Schools, our accrediting agency, we must have a serious evaluation of educational objectives and of faculty and curriculum needs for the next decade. We must keep that which is superior and attempt to rectify that which is less than our best. I invite your criticism, your suggestions, and your help.





## DEATHS

### Institute

Alice Gibson Marshall (Mrs. Robert), June 18, 1969.  
 Lucia Goddard Hallyburton (Mrs. Edward H.), Dec. 12, 1968.  
 Mary Lynn Hutchinson Beck (Mrs. Gordon), May, 1969.  
 Fannie Kimmons Prouditt (Mrs. John), 1969.  
 Mabel Smith Horne (Mrs. William A.), May, 1969.

### Academy

Sarah Ellis Mohl (Mrs. John M.), 1968.

### 1908

Mary Sullivan Whitley (Mrs. W. H.), March 30, 1969.

### 1910

Almon Hooper Drane (Mrs. H. T.), May 2, 1967.

### 1914

Gladys McKinnon Morgan (Mrs. J. O.), May, 1969.

### 1917

Isabel Dew, August 7, 1969.  
 W. L. Pinkston, father of Regina Pinkston, April 15, 1969. A news story reported he always wanted to live to be 105—and died on his 105th birthday!

### 1921

Iris Jarrell Morris, June, 1969.  
 Julia L. McCullough McMichael (Mrs. R. L., Jr.), Feb. 5, 1969.

### 1922

Grace Anderson, April, 1969.

### 1923

Carrie S. Allison White (Mrs. Seibern), Sept. 1, 1968.

### 1926

Carrie Augusta Graham, May 13, 1969 of a sudden heart attack.

### 1928

Harrison Agnew Birchmore, husband of Elizabeth Allgood Birchmore, August 31, 1968, from a brain tumor.  
 Mr. A. Elwyn Johns, husband of Laurie Belle Stubbs Johns, June 21, 1969.

### 1933

June E. Jett Miller (Mrs.), date unknown

### 1934

James Erskine Love, husband of Marguerite Jones Love, May 14, 1969 of a heart attack.

### 1935

Mrs. F. A. Shipley, mother of Isabel Shipley Lamb, Dec. 25, 1968.  
 James Z. Thompson, father of Mary Z. Thompson and Mildred Thompson Raven, March 29, 1969.

### 1938

Mrs. Allie Mae Dunn, mother of Doris Dunn St. Clair and Martha Dunn Kerby '41, Aug. 6, 1969.

### 1940

Ieland G. Carson, father of Helen Gates Carson, June 12, 1969.

### 1941

Josephine Cates, Nov. 22, 1968

### 1942

Jean Sheppard Barkuloo (Mrs. O. V., Jr.), February 2, 1966.

### 1946

Georgia's Chief Justice W. H. Duckworth, father of Mary Duckworth Gellerstedt, Aug. 9, 1969.

### 1952

Wilbur H. Currie, father of Kitty Currie Tuggle, and Ruth Currie '59, winter, 1968.  
 Harry I. Tuggle, husband of Kitty Currie Tuggle, July, 1969.

### 1956

Polhill ("Rokey") Smith Bostain (Mrs. James C.), August 4, 1969.

### 1962

Cynthia Craig Rexter and 7-month old daughter, Michelle, and mother, Mrs. Raymond L. Craig Sr., July 6, 1969, in an automobile accident.  
 E. Craig Parris, father of Susan Parris Sheffield, June 24, 1968.







## Worthy Notes

### The Inner Workings of the Inner Workings of the Inner Workings

The long hot summer in Georgia began for the staff in the Alumnae Office with anticipation of the advent of new addressing equipment. As the summer galloped by, and the details of installing new equipment multiplied by the minute, we began to have "sinking spells" rather than pleasant anticipatory feelings.

The essence of the mammoth task is converting literally thousands of alumnae records (plus records for other college administrative offices) to fit the new equipment. It seems to be an interminable effort, a slow and tedious one, but we are willing to worry it through: given the normal margin for human error, we know we must not build in mistakes at the beginning, if they can be avoided! Also, it is necessary to keep records in the old system current until the changeover is completed.

Anyone for volunteering to help? We demand concentration and scrupulous attention to accuracy, and we offer no money and long hours. Your reward would be sharing great companionship. Barbara Murlin Pendleton '40, associate director of alumnae affairs, is supervising this undertaking (on the side this summer she had more major surgery on a hip and a major wedding—see 1940 Class news.)

Anne Diseker Beebe '67, fund coordinator in the Alumnae Office, is responsible for the "dailies" of recording changing, since her work in nurturing the Agnes Scott Fund requires constant records' use. Anne has already launched the 1969-'70 Fund, as those of you who are Class Chairmen or Agents know (see the 1968-'69 Fund Report in this issue).

While Barbara was hospitalized during July, Mollie Merrick '57, assistant dean of students, "subbed" for her and began the actual record changing. She was just the best person we could have had, and we owe her hearty thanks for starting us off on the right new systems track.

Also in July we welcomed Shelia Wilkins Dykes '69 (who graduated June 9, married June 21, and came to work July 14) as secretary in the Alumnae Office. Shelia is fast mastering the other office machines, is editing the Class News for the *Quarterly*—this is her first issue—and is also learning to handle the new equipment. From Commencement 'til Shelia came, Linda DeVecchio Owen '70 served as acting secretary. She is a current student whom I term a remark-

able person, because she smoothly combines academic pursuits, marriage, and job.

When Mollie had to leave, the first part of August, to return to her "real" position and help our impressive new dean, Robin Jones, we put out calls for help, had several good people for the brief periods they could work (including Kay Harvey Beebe '65—imagine the confusion of two named Beebe in this small office!) and are now fortunate to have Margaret Gillespie '69 who will see us over the hump in the systems change. Her sister, Mary '69, will be an assistant in biology this year, and it will be splendid to have the Gillespie twins back on campus.

I have now introduced you to our "goodly company." I have great trust in the combination of fine human beings and the best mechanical equipment currently available, and I can now look to a bright future for alumnae affairs at Agnes Scott.

I must assure you that the new equipment is a major investment of both time and money. Barbara and I have spent two years investigating the whole field exhaustively, reporting findings to President Alston, and making decisions. The college will spend an estimated \$16,000 to \$17,000 for it. If one of you would like to contribute this sum as her gift to the 1969-'70 Agnes Scott Fund, please feel free to do so!

We shall use the new equipment to serve alumnae better. To illustrate our need of it, I'll share a note I received last year:

Dear Ann Worthy,

Four times a year it gives me pleasure to receive The Agnes Scott Alumnae Quarterly. But the Fall '68 number, it grieves me to say, Has filled my heart with great dismay. The years go quickly enough, it would seem, Without adding 20, and me still in my prime!

(pronounced "preem")

Page 8, column 1, name number 33  
Puts me in class of '37, erroneously,  
Please put me in my class, of 1957,  
And add my years to earth, not to heaven!

Thanks!  
Margery DeFord Hauk '57



*The Library*













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